Elizabethtown College

Elizabethtown, Pennsylvania

2002-2003 Catalog

Elizabethtown College

Catalog 2002-2003

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Educational Philosophy and
Institutional Values of the College

Elizabethtown College is a community of learners committed to independent thought and personal integrity as the foundations of a life of learning. Our mission is to nurture sound intellectual judgment, keen moral sensitivity, and an appreciation for beauty in the world. High standards of leadership and scholarship are the foundations of our distinctive blend of the liberal arts and professional studies. In keeping with the heritage of the Church of the Brethren, a historic peace church like the Quakers and Mennonites, the College affirms the values of peace, non-violence, human dignity, and social justice and seeks to make those values manifest in the global community. "Educate for Service" expresses our belief that the pursuit of knowledge is most noble when used to benefit others.

Elizabethtown is a place of intellectual adventure where boundaries are erased and the excitement of discovering new ideas occupies center stage. Learning occurs in and outside the classroom. Faculty are actively engaged in scholarly activity because the College values intellectual curiosity, and this important work informs and enhances teaching. Members of the College community come from all walks of life and backgrounds, and this mix enriches the culture of the campus. Respected for their diverse and unique contributions, community members also possess a sense of common purpose. Elizabethtown College, in its pursuit of excellence and distinction, embodies three characteristics:

Expressions of Our Heritage. Elizabethtown fosters and creates programs that are a unique expression of our Brethren heritage, both curricular and co-curricular. Service to others is held as one of the highest ideals of the community and is integrated into campus life. The College also supports the belief that "the world of work and world of the spirit" inform and strengthen each other. The community encourages a genuine dialogue between faith and learning and affirms the pursuit of religious expression, spiritual values, and the search for universal truths. Most important, members of the Elizabethtown community see themselves as members of the larger global community where the call for peace, non-violence, human dignity, and social justice is timely and enduring.

A "Hand-Crafted" Education. Elizabethtown College provides general education, similar to that of other high quality colleges, but in a distinctive manner. Like its forebears, who took pride in excellence and in workmanship, Elizabethtown provides a "hand-crafted" education, suitable to the learning aspirations of each student; students and faculty mentors explore knowledge as they seek new insights together. By nurturing the intellectual development of students, faculty encourage independent thought and critical thinking. Students, as independent and creative learners, accept responsibility for their education.

Program Integration. One of the most distinctive hallmarks of an Elizabethtown education is its blend of liberal arts and professional programs. This blend is found within individual departments as well as across the curriculum, in which the College promotes the practical and the philosophical as cornerstones of knowledge. Core institutional values at Elizabethtown are understood to be shared ideas about what is right and good within the community. Principal among these values are the following:

Learning. In this community, all are learners. Learning takes place outside the classroom as well as inside it. Faculty are conscious of their need to teach but also of their need to learn new

information, new ways of teaching and learning, and new technologies. Learning at Elizabethtown includes the development of critical thinking skills and lifelong learning.

Service. The College motto, "Educate for Service," expresses the goal that everyone should be aware of the needs of others and act in such a way as to benefit others. Students and staff are encouraged to participate in community service-learning. Service-learning activities normally include an orientation session before and a reflection time after the service experience. Many students participate in service through student organizations and clubs, self-initiated activities, and coursework; others participate in the "Into the Streets" program in the fall which is organized by The Learning Services. The Center is a clearinghouse for matching students' interests with community needs. Contact The Learning Services, ext. 1185, for information on service-learning opportunities.

Personal Attention. The College takes seriously its mission of providing personal attention to the needs of all students and all employees. It is for this reason that small classes are valued here and that faculty-student relationships are prized. Students are the reasons all are here. The College acknowledges the need to serve student interests and to balance these interests with careful stewardship of College resources.

Support. We are a nurturing community that seeks to develop a sense of care and concern while at the same time fostering independence and responsibility in our students. This assumes a sense of mutual respect among all members of the campus community.

Partnership. The College values and affirms the contributions made by all sectors of the community. Staff and administration, students and faculty, office personnel and hourly workers all have their roles to play in creating a healthy social environment within the College community.

Excellence. We pride ourselves on the high quality of all we do. We seek excellence in scholarship, in co-curricular activities, in athletics, and in all operations of the College. The highest standards of performance are expected of all members of the College community.

Leadership. The College seeks to provide each person with opportunities to discover and develop her/his inherent potential for leadership. Campus organizations seek out leaders and provide them with opportunities for personal growth.

Order. People at Elizabethtown expect moral principles and procedures to be followed. We expect adherence to established principles as well as to cultural norms.

Peace and Justice. Because of the College's origins in the Church of the Brethren, the values of peace, non-violence, human dignity, and social justice are central to curricular and co-curricular activities.

Integrity. The College has a code of integrity that it expects all members of the community to support. The College's Pledge of Integrity explicitly encourages high moral standards based on mutual respect and trust. It promotes development of personal responsibility for one's actions. All new students are expected to affirm and uphold the code. Reflecting commitment to the code of integrity, new students are expected to sign a commitment stating, "I pledge to be honest and to uphold integrity."

Elizabethtown College Pledge of Integrity:

Elizabethtown College is a community engaged in a living and learning experience, the foundation of which is mutual trust and respect. Therefore, we will strive to behave toward one another with civility and with respect for the rights of others, and we promise to represent as our work only that which is indeed our own, refraining from all forms of lying, plagiarizing, and cheating.

Academic Goals

Elizabethtown College fulfills its educational mission by:

• Creating an environment that encourages the spirit of free inquiry, stimulates intellectual curiosity, and cultivates academic achievement.

• Developing the skills for critical analysis and effective communication.

• Designing programs that foster maturity, leadership, and responsible citizenship.

• Providing campus-wide support services necessary for the development of mind, body, and spirit.

• Serving as a learning, resource, and cultural center for society at large.

• Striving to attain a diverse academic community.

• Promoting cultural pluralism and international understanding in a collegial community.

The institutional goals for the academic program at Elizabethtown College, in outline, reflect this general statement of educational philosophy:

1. A threefold purpose in the education of students:

a. A general education (core) requirement, developing analytical and relational process of thought, clear and coherent means of self- expression, and a growing understanding of self and environment through distributional and integrative requirements in the liberal arts.

b. A specific education requirement or major, preparing the student for advanced studies and/or career opportunities by adding the different experience of specialized in-depth knowledge to the breadth of the general educational requirements.

c. A body of electives ensuring flexibility in each student's program that best suits individual needs and interests, whether in general or major areas of study.

2. Response to contemporary needs for greater international understanding, by providing general education in intercultural studies and languages.

3. Provision of support in both general education and major programs for cross- disciplinary and interdisciplinary education.

4. For major disciplines of study, inclusion of opportunities in most of the liberal arts traditions of sciences, fine arts, humanities, and social sciences, and in the professional areas; while maintaining balance between professional and liberal arts program of study for majors.

5. Provision for adult educational opportunities in a variety of traditional and non- traditional modes, largely integrated with the regular educational program and faculty.

6. Fostering an environment supportive of faculty research and professional development.

7. Supporting as a part of its regular educational program quality experiential learning programs such as clinical experiences, supervised internships, field study and other off-campus courses, and similar activities.

8. Continuing to support or to develop as appropriate, strong cooperative programs with other institutions of higher learning.

The Core Program

At the heart of the contemporary academic mission of Elizabethtown is a distinctive core curriculum that affords each student a broad exposure to the liberal arts and sciences. The purpose is to make it possible for the student to experience a core curriculum of traditional and innovative liberal arts areas that complement both the more intensive studies in the academic major and minor and the less structured framework of elective courses. The Elizabethtown College core currently is being re-written for the 2003-04 academic year.

The current Core Program has four purposes: to provide a sense of mission and purpose to general education, to provide a foundation for successful study in the liberal arts and professions, to integrate knowledge across the disciplines by engaging students in the study of the natural world and the human experience, and to develop habits of the mind that foster continued intellectual growth. The Core Program promotes truth, tenable judgments, and important ideas by assuring that a student has the opportunity to acquire significant knowledge and accepted methods of inquiry.

To achieve these purposes, the Core Program has been developed thematically to provide a sense of mission and purpose. By pursuing a program thematically grounded and defined by broadly stated objectives, the Core Program gives the student a more coherent view of knowledge. It addresses the needs of entering freshmen and helps them become independent, self-directed learners through the Freshman Seminar, an experience that encourages creativity, critical analysis and a value for learning. Through integrative objectives associated with the Areas of Understanding and the Junior/Senior Colloquium, students relate the subject matter of one discipline to another and the curriculum to life. The Core Program introduces students to essential knowledge and helps them make connections to enhance their understanding of themselves and the world. The Core Program stresses active learning situations that require students to refine intellectual skills and become independent thinkers responsible for their own learning.

The Core Program and the Academic Major are two essential components of a baccalaureate degree. The Core Program provides the breadth of education, while the Academic Major requirements offer depth; however, the two areas are not mutually exclusive but interact. For

example, although integration of knowledge is a primary goal of the Core Program curriculum, the Academic Major helps students put their field of study in perspective by presenting its history and traditions and by discussing social, economic, moral, and ethical issues related to a single area of study. Although the Core Program stresses development of the abilities to write, speak, quantify, analyze, synthesize, and create, the Academic Major reemphasizes these abilities by offering active learning situations that require students to refine these skills. Thus, in the overall education program, the Core Program and the Academic Major intertwine rather than compete with one another for the attention of the students. Through this integration, students are challenged to obtain a comprehensive view of knowledge and skills that prepares them for life beyond the classroom.

Objectives of the Core Program

Both the philosophy and the model for the Core Program contain objectives to ensure that general education will serve as a guide for students, helping them to recognize the significance of higher education and, most importantly, to understand themselves and the benefits they can bring to society after completing an educational program in liberal learning. The specific objectives of the Core Program are:

• Unite the program of general education into a cohesive offering.

• Develop the intellect by fostering general mental skills such as writing, speaking, quantitative reasoning, creativity, imagination, critical analysis, problem solving, and synthesis.

• Introduce students to knowledge that serves as the foundation for courses in the liberal arts and the professions.

• Offer both substantive knowledge and an awareness of the various methods by which knowledge is acquired.

• Integrate knowledge across the disciplines in order to prepare students to understand the world about them.

• Facilitate the transition from high school to college by providing an educational experience that stresses development of independent self-directed study and a passion for learning.

• Extend student horizons by broadening awareness and providing educational experiences that enhance and complement professional or academic disciplines.

About Elizabethtown College

History

Founded in 1899, Elizabethtown College is a "centennial college," one of dozens of institutions of higher learning founded in the 19th century by churches or church members interested in the educational advancement of their denominational membership. Elizabethtown's heritage lies with the Church of the Brethren, one of three historic peace churches, along with the Quakers and Mennonites.

During its first two decades, the College functioned both as a college and an academy for high-school-age students in order to bolster its program in the training of teachers. In the College's first year, four academic programs were offered: a "literary" course, science and programs in the classics and, of course, education. The following year, a business course was added, then a music department the year after that. The College's mission in those years was very much to train teachers and educate young people in the ways of commerce.

By the end of the 1920's, the College enrolled 180 full-time students and 300 part-time students in eleven major programs: history, English, modern languages, business, mathematics, education, sociology, biology, chemistry, music and Bible studies.

Student life outside the classroom soon blossomed: a literary society was formed in 1920; the Alma Mater was composed by Jennie Via for a quartet of her music students; the Etonian yearbook was first published in 1922; the men's and women's intercollegiate debating society began in 1925; a small student orchestra appeared in 1927; men's and women's basketball and men's baseball teams began competing toward the end of the decade; a football team played without College sanction, lost all five of its games in 1928, and quickly disbanded; and the Sock & Buskin drama club's first performance, The Goose Hangs High, was produced in 1930.

By 1948, the College's advancement was recognized by accreditation in the Middle States Association and, in the following year, by acceptance in the American Council of Education. In 1950, the College embarked on an ambitious fund raising program to once again increase the endowment and build much needed facilities to accommodate a rapidly expanding student body, which by 1958 had grown to almost 800. The library was moved from the first floor of Rider Hall to Zug Memorial Library, which was completed in 1950 at a cost of $150,000. In the following two decades, the College dedicated ten new buildings, including several residence halls, Baugher Student Center, Nicarry Hall, and Thompson Gymnasium.

In the past five decades, Elizabethtown College has continued its spectacular postwar growth. Today, the College offers not only 43 major programs of study, but also more than fifty minors. The student body stands at over 1,700 with a full-time faculty of 110 men and women.

The appearance of the campus is vastly changing. In 1989, the Rufus P. Bucher Meetinghouse and Young Center for Anabaptist and Pietist Groups, an internationally renowned center for scholarly research, was opened on the shores of Lake Placida. The High Library, which holds more than 173,000 volumes, was opened in 1990, allowing Zug Memorial Hall to be transformed into a performing and fine arts teaching center. The Schreiber Quadrangle, built in 1992, provides opportunities for 120 seniors to experience independent living. The Annenberg Center, an addition to the Baugher Student Center, was completed in 1993. A $12 million renovation and expansion of these two facilities into one state-of-the-art campus center focused on student activities was completed during the summer of 2002. A two-building, garden-style apartment complex for students, named after the late professor and Dean of Women, Vera Hackman '25, was opened in August 2000 and completed in July 2002.

The Leffler Chapel and Performance Center, built for concerts, lectures, religious services, conferences, and dramatic presentations, was completed in 1995. Gretna Music, acclaimed by Time magazine as "one of six outstanding regional music festivals in the country," began a year-round residency at Leffler Chapel in the winter of 1995, offering world-class music and master classes for students.

A master land use and facilities plan calls for continued, dramatic campus enhancements for the better part of the next decade. A science, mathematics, and engineering complex is being designed and scheduled for completion in 2005. Planning has begun for a new academic facility devoted to business. The Kevin Scott Boyd Blue Jay Baseball Stadium is envisioned to open for the 2004 season and an expansion of the Thompson Gymnasium facility is expected to begin soon afterwards.

All this recent success has manifested itself in the many stories of our students and faculty, but none more than in the story of John Leaman '95. John was born in Ethiopia, where his parents were Mennonite missionaries. In 1994, he was honored as Elizabethtown College's first Rhodes Scholar, one of 32 so honored out of a field of over 1,200 candidates. John studied community medicine and public health at Oxford University and he now is a medical and graduate student at the University of Pennsylvania. Among his goals is to return to Africa, where he was born, and practice medicine.

During the tenure of Theodore E. Long, the 13th president of the College, a new era of heightened expectations has arisen. The College celebrated its 100th birthday during a 14-month celebration in 1999-2000. A $25 million fund-raising campaign whose goal was to double College's endowment was successfully completed in June 1999 and a new fund-raising campaign to help underwrite the costs of the College's construction and renovation is being planned.

An ongoing strategic planning process has been enhancing academic and co-curricular programs at the College and strengthening Elizabethtown's position as a regional leader in higher education in the 21st century. New majors in information science, art, criminal justice, and biotechnology, a program in invasive cardiovascular technology, and master's degree programs in occupational therapy and educational practice have been added recently. A new track and field program for women and men has produced great success in its first two years and men's and women's varsity lacrosse began competition for the first time at the College in the spring 2002 season. It is no surprise, then, that the College has been recognized nationally for its excellence. For eight straight years, U.S. News & World Report has ranked Elizabethtown College as one of the best regional colleges in the country.

Despite the dramatic changes the College has undergone, through each decade of existence and under each president, it has remained faithful to its original mission of nurturing the "harmonious development of the physical, mental, and moral powers of both sexes as will best fit them for the duties of life and promote their spiritual interests." In its second century, Elizabethtown College remains committed to developing the inquisitive mind and morally sound conscience that distinguishes our graduates in their public and private lives.

Community

Elizabethtown is one of the fastest-growing residential communities in Pennsylvania. The borough has a population of just over 10,000 people (20,000 in the school district) and is located in the northwest corner of historic Lancaster County. Within a 30-minute drive, you can visit world-famous Hershey, the Amish countryside surrounding Lancaster, the state capital of Harrisburg, and York, the first capital of the United States. Elizabethtown is one and one-half hours from Philadelphia and Baltimore, two hours from Washington DC, and three hours from New York City.

Amtrak train service is available on the Philadelphia-Pittsburgh route. Air service (Air Ontario, American, Continental, Delta/Comair, Northwest/Mesaba, United/United Express, and US Airways/US Air Express) is available from Harrisburg International Airport, 10 miles from campus. Lancaster Municipal Airport is 22 miles from campus.

People

Elizabethtown is a residential college home to over 1,700 full-time students, close to 90 percent of whom live in on-campus residences. About two-thirds of full-time students are from Pennsylvania, with significant numbers also from New Jersey, Maryland, Connecticut, New York, and Delaware. The College also hosted over 80 international students from 36 countries in 2001-02. The most popular fields of study are education, biology, business administration, communications, occupational therapy, international business, psychology, social work, accounting, mathematics, English, and sociology/anthropology. Over 90 percent of students receive financial assistance, from private and public sources in the form of need-based and merit scholarships, loans, and on-campus work.

The full-time faculty includes 23 professors, 50 associate professors, and 28 assistant professors.. Over 90 percent of full-time faculty hold a Ph.D. degree or other terminal degree in their field. Emphasis is placed on small classes and the student-faculty ratio is 13:1.

There are over 12,000 active Elizabethtown College alumni, three of whom are honored with "Educate for Service" awards each year by the College's alumni association. Recent recipients include Robert Nation '49, retired president of the Penn Harris Company of Camp Hill and owner of the Penn Harris Motor Inn and Convention Center, honored for Service to the College; Dr. Miriam Rose Oakum '77, who serves with the Department of Internal Medicine for the Central Arkansas Veterans Health Care System, honored for Service to Humanity; and Dr. Philip Metzger '68, assistant professor of surgery, Mayo Medical School (Jacksonville, Florida), for Service through Professional Achievement. us

Campus

The appearance of the 192-acre Elizabethtown campus has changed markedly in the past 15 years. The Rufus P. Bucher Meetinghouse and Young Center for Anabaptist and Pietist Groups, an internationally renowned center for scholarly research, was opened on the shores of Lake Placida in 1989.

The stately High Library was opened in August 1990. It was designed by the architectural firm of Shepley, Bulfinch, Richardson, and Abbot of Boston, MA. The High Library contains 173,744 books, monographs, and bound periodicals; 1,000 periodical subscriptions; and electronic access to more than 1,200 full-text periodicals. Special collections include a private collection on the History of Pennsylvania, archives of Elizabethtown College, collections of African and Oriental art objects and fine arts, and the archives of the Atlantic Northeast and Southern Pennsylvania Districts of the Church of the Brethren.

Our Online Catalog system allows automated searching of the library's holdings. Books and periodical articles that are not available in the High Library may be borrowed from a consortium of Pennsylvania college and state libraries. The latest computer technology provides electronic linkage to resources worldwide. Access to nearly 25 databases covering a wide variety of

academic disciplines is provided through FirstSearch. The electronic versions of ERIC (Education), Modern Language Association Bibliography, ACS (Chemistry), National Library of Medicine, and several national and international newspapers are available for online searching.

The High Library serves the Elizabethtown community. Students, faculty, administration, staff, dependents of College employees, alumni, Friends of the Library, and registered community members may borrow materials from the High Library.

The Leffler Chapel and Performance Center, a world-class venue built for concerts, lectures, religious services, conferences, and theatrical presentations, was completed in 1995. The acclaimed Gretna Music festival began a year-round residency at Leffler Chapel in the winter of 1995, offering music from renowned artists and master classes for students.

In 1999, a master land use and facilities plan was developed to create further dramatic campus enhancements for the better part of the next decade.

A garden-style apartment complex for students, named after the late professor and Dean of Women, Vera Hackman '25, was opened in 2000 and completed in summer 2002. A new $12 million campus center, conjoining the Baugher Student Center and the Annenberg Center and adding 40,000 square feet of new space for student activities, opened in August 2002 . Additional smart classrooms and art studio spaces were added to the Steinman Center for Communication and the Arts in 2000. A championship track and field facility, softball field, and a state-of-the-art artificial turf field hockey and lacrosse field have been added to the athletic complex in the past two years. Brinser Residence Hall was completely renovated in the first stage of a plan to modernize all on-campus residence facilities. With the aid of a grant from the Pennsylvania Department of Environmental Protection, the man-made Lake Placida was enlarged and enhanced for educational purposes.

Plans are being finalized for a new science, mathematics, and engineering complex, to be completed in 2005. Planning has begun on a new academic facility dedicated to business. The Kevin Scott Boyd Blue Jay Baseball Stadium is expected to be completed for the 2004 season and an expansion of Thompson Gymnasium should begin shortly thereafter.

Services and Activities

Elizabethtown College is dedicated to exceeding expectations for personal attention and breadth of academic and co-curricular offerings.

Counseling Services offers comprehensive counseling services in the areas of psychosocial, career, and educational counseling. Senior workshops offer assistance in resume writing, interviewing skills, job search techniques, and transition issues. Recruiters from businesses interview students on campus each year. Students also have the opportunity to meet company representatives at cooperative area job fairs. Internship opportunities are open to students during the academic year and during vacation periods.

Counseling Services also conducts screenings open to all students for eating disorders and depression. Counselors provide emergency psychological care 24 hours a day. A professionally staffed Health Center is located on campus and provides medical assistance 24 hours a day.

The Learning Services staff provides individual instruction in writing, study skills, time management, and other learning skills that enhance student performance and success. A community Service-Learning program teaches students to appreciate the value of volunteer community involvement and provides opportunities for students to become active in community life.

The College sponsors more than 80 clubs and organizations including: The *Etownian*, a weekly student newspaper; a student radio station, WWEC 88.3 FM; television production facilities including ECTV Channel 40, a local cable-access television station and JayNet, a closed-circuit channel; the *Conestogan*, the student-run yearbook; and *Fine Print* and *Jay Crew*, literary journals.

Through the Department of Fine and Performing Arts, students of all majors are afforded opportunities to perform in bands, choirs, the College Orchestra, chorale, and string and brass ensembles, as well as the acclaimed *a capella* singing groups, Phalanx (men) and Melica (women). Students can participate in various religious organizations, audition and perform in high-quality theatre productions, attend weekly dances and other student-planned social events, a student-run night club, and charity events. Several academic departments have affinity clubs for students in their major. Through representation on Student Senate, students serve on all major campus wide committees with faculty and administrators.

The campus is fully networked for direct T-1 access to the Internet from all residence hall rooms, faculty and administrative offices. A dozen computer labs (both PC and Mac) are located throughout academic facilities on campus. The Department of Information and Technology Services, located in Nicarry Hall, staffs a Help Desk to provide support services daily and on weekends. "Smart classrooms," which enable professors to make multimedia Internet presentations and conduct distance learning seminars, are located in various buildings on campus. Videoconferencing facilities are located in Nicarry Hall.

The tradition of Blue Jay athletics for men and women is strong at Elizabethtown College. The College is a member of the NCAA Division III and the Middle Atlantic Conference. Men's intercollegiate athletic teams are sponsored in soccer, cross country, basketball, lacrosse, swimming, wrestling, baseball, tennis, track & field, and golf. Women's intercollegiate athletic teams are sponsored in basketball, soccer, cross country, lacrosse, volleyball, swimming, field hockey, softball, track & field, and tennis. Most students participate in a diverse intramural program. Club activities include men's volleyball and cheerleading.

The crowd at last year's Homecoming celebrates a goal by the men's soccer team.

Admission to the College

Elizabethtown College strives to attain a diverse academic community. To accomplish this goal, the Office of Admissions seeks qualified students who come from a wide range of geographic, socioeconomic, ethnic, religious, and cultural backgrounds and whose secondary education has been conducted in a variety of public, private, and parochial settings.

Traditional Freshman Admission

Applicants must graduate from an accredited secondary school and should demonstrate high scholastic achievement (through their academic record) and aptitude to succeed at college academics. Because admission to the College is competitive, prospective students are encouraged to challenge themselves in secondary school with demanding college preparatory coursework.

The Office of Admissions encourages the applications of students who will contribute to and benefit from the College's academic, co-curricular, community service, and cultural programs. Each application is carefully reviewed to determine the student's seriousness in scholarship, talents, and character using the following guidelines:

The student must graduate from an accredited secondary school or a state Department of Education approved program with at least four years of English, three years of mathematics, and two years each of laboratory sciences, social studies, and foreign languages. Students who have not completed such a course of study may be deemed qualified for admission on the basis of test scores or other means of evaluation.

Recommendations from a school guidance counselor and an academic course teacher must attest to academic ability, potential, and personal character.

The student's aptitude for academic success in college work must be demonstrated through the results of standardized tests such as the Scholastic Aptitude Test (SAT) of the College Board or the American College Testing (ACT).

The application form must include reference to participation in activities, the arts, community service, athletics, or other interests beyond the classroom which indicates the talents, leadership, and abilities that the student will bring to the College community. The application must also include a writing sample (essay, personal statement, or graded paper) which provides an example of the student's writing ability.

A campus visit and interview strongly recommended to all interested students.

The campus interview is highly recommended to all interested students.

The interview is required of students applying to the Hershey Foods Honors Program and strongly recommended for all applicants to the College.

The Application Process

Elizabethtown College admits students on a "rolling" basis. Although there are application deadlines for only four programs (Occupational Therapy/Pre-Med Primary-Care Program: December 15, the Hershey Foods Honors Program: January 15, and International Business: March 30), most prospective students apply before January of the senior year. The Admissions staff begins to notify students of decisions after senior grades are available, usually in mid- to late-November, and continues to admit students until late spring.

Students who are offered admission to the College must respond to the offer by May 1 for the following fall semester.

For any questions about the application process, please contact the Admissions Office at (717) 361-1400 or by email at: admissions@etown.edu. Visit the Admissions web site at: www.etown.edu/admissions.

Advanced Placement

Elizabethtown College participates in the Advanced Placement (AP) Program of the College Board. Depending upon the approval of the department concerned, the College grants advanced placement and credit to students who typically score 3 or better on the CEEB AP examinations. Credit through the International Baccalaureate Program will be granted for scores of 5 or 6 or above on the higher level examinations, depending upon the department concerned.

Transfer Students

Students in good social and academic standing may apply to transfer from regionally accredited colleges, universities, or two-year institutions . The application form, a personal statement, two letters of recommendation from professors, a final high school transcript, and all post-high school transcripts for work at past and current 2-year and 4-year institutions are required. An interview is highly recommended.

The Office of Registration and Records evaluates transcripts to determine the number of credits (up to 64 from a two-year institution) that will transfer for Elizabethtown College credit. Students with course work in traditional academic areas of English, mathematics, natural science, and foreign language with a 2.5 GPA (mid-70% or above) are recommended for transfer acceptance. Students should plan to fulfill most course requirements for their major at Elizabethtown College.

Transfer students are accepted for both the fall and spring semesters.

Non-Degree Students

A student who is not a candidate for a degree, but who wishes to enroll in one or two courses should contact the Center for Continuing Education and Distance Learning. Teacher Certification information is available through the Office of Registration and Records.

Early Admission Students

Superior high school students may accelerate their higher education by beginning their college work immediately after completion of the secondary school junior year. Students who are admitted enter the College as regular freshmen; when they successfully complete their first year, they receive their high school diploma in addition to the college credits earned. This program has the cooperation and support of the Pennsylvania Department of Education.

In addition to the fundamental requirement that early admission applicants have completed their eleventh year in an accredited curriculum, they must exhibit the mental ability, scholastic achievement, social maturity, and personal motivation to adjust to the academic and co-curricular programs of the College. Following enrollment, early admission students receive close academic advising by selected faculty members.

Admission to Elizabethtown College after careful, individualized screening is based on the following criteria:

Class rank and academic aptitude *. Students must rank in the top of their high school class and achieve a superior result in the CEEB Scholastic Aptitude Test to be considered.*

Evaluation *s. Written by the student's high school principal, guidance counselor and teachers, recommendations must indicate the student's suitability for early admission.*

Parental, school, and College support*. The written approval of the student's parents, high school principal, and guidance counselor is mandatory before acceptance. The selection process requires an interview with the Dean of Admissions and Enrollment Management.*

Reactivation of Admission Application

Students who have applied within two years to the College, but who did not complete the process may request, preferably in writing, that their applications be re-activated by the Office of Admissions. Updated information is required regarding the period of time since the initial application.

Hershey Foods Honors Program Admission

Admission to the Hershey Foods Honors Program at Elizabethtown College is very competitive. Admission to the program is normally at the beginning of the freshman year. The minimum standard for admission is a combined score of at least 1200 on the SAT (with neither the verbal nor the math score below 550) or equivalent on another standardized test (i.e. TOEFL, ACT), rank approximately in the top 10 percent of one's high school graduating class, and review by the Honors Committee acting on the recommendation of the Admissions Office. The application deadline for the program is January 15. Notification is guaranteed by February 15. Students interested in the Hershey Foods Honors Program are expected to have an on-campus interview with an admissions officer.

Limited sophomore admission comes upon demonstrated excellence in first-year courses, the recommendations of at least two professors, and the concurrence of the Honors Committee. Rising sophomores must apply by June 1 for consideration.

Financial Aid Information

The role of the Financial Aid Office is to assist students in finding the financial means to allow them to fully participate in the educational experience at Elizabethtown College.

Elizabethtown College uses the Free Application for Federal Student Aid, the Elizabethtown College Financial Aid Application, and parent and student federal tax returns to assist the College financial aid staff in determining each student's need. A fair and uniform analysis system is used, taking into account a family's income, selected assets, household size, number of dependents enrolled in college, and unusual expenses. When reviewing submitted forms the staff performs verification of 100 percent of the applicants to ensure compliance with federal and state regulations and fairness in determination of awards.

Financial aid is awarded in three forms: grants and scholarships, which do not have to be repaid; loans, which carry a low interest rate of 5-8.25% and are repaid after a student graduates or leaves college; and employment, through which the student earns money to help pay educational costs. Eligibility for merit-based aid is determined by the Office of Admissions.

Students may receive a combination, or "package," made up of all three types of financial aid. This "package" is created by the Financial Aid Office staff in compliance with federal, institutional, and state funding guidelines.

All requests for applications and other information regarding financial aid should be directed to:

Financial Aid Office
One Alpha Drive

Elizabethtown College
Elizabethtown PA 17022-2298
(717) 361-1404
Email: *painemc@etown.edu*

The services of the Financial Aid Office are available to both enrolled and prospective students. Services include current information, budgeting assistance, and general assistance in planning and financing a college education. The Financial Aid Office is open from 8:30 a.m. to 5:00 p.m., Monday through Friday (summer hours 8:00 a.m. to 4:30 p.m.) The office is located on the first floor of Zug Memorial Hall.

For more detailed information regarding financial aid programs at Elizabethtown College, you can obtain a copy of the "Financial Aid Handbook" from the Financial Aid Office or visit the Financial Aid web site at: *www.etown.edu/finaid*.

Terms and Conditions

Elizabethtown College awards Presidential, Provost, Dean's, and Departmental Merit Scholarships. These scholarships are awarded to students on the basis of their high school academic achievements and test scores. Students awarded Elizabethtown College Scholarships must maintain a cumulative average indicated by the following minimum quality point ratios in order to be eligible for renewal of the scholarships: End of freshman year - 2.75, end of sophomore year - 3.00, end of junior year - 3.00. These scholarships are not transferable to the summer sessions. This money is an outright scholarship to the student and does not have to be repaid. This aid is listed as a credit on the College bill. Amounts retain their original values all four years. No increases are given. Departmental Scholarships are renewable, providing student also stays within the original intended major and maintains at least a 2.75 cumulative average by the end of the freshman year, a 3.00 by the end of sophomore year, and a 3.00 by the end of the junior year.

Students with Disabilities

Contact the Director of Counseling Services or the Dean of Admissions and Enrollment Management for information on services. The Financial Aid Office is committed to providing equal access to all students. When visiting the office poses a problem, please phone (717) 361-1404 for assistance. Our staff will arrange to discuss all financial aid possibilities.

Loan Counseling

The Financial Aid Office provides loan counseling to the students it serves. Federal Perkins loan recipients receive initial loan information as well as an exit interview. Stafford and PLUS loan recipients receive rights and responsibility information as a part of both entrance and exit interviewing. The staff also works with students individually to determine their total loan debt obligations, the repayment plans, and the schedule by which repayment must be made. Each student is required to provide a driver's license number, address of next of kin, and employer's address as part of the requested identifying information.

Available Endowed Scholarships and Gifts

Approximately 100 endowed scholarships and gifts have been made available to Elizabethtown College students through the generosity and goodwill of alumni and friends who wish to share the gift of an Elizabethtown College education. Many of these scholarships have been established in the name of someone who has been greatly esteemed by the College community, and these donors appreciate staying connected to the life of the College through the scholarship process.

The Ruth Eshelman Althouse Scholarship provides scholarship aid to an outstanding full-time student who has completed two years of study at Elizabethtown College, and who anticipates a career in elementary or secondary education.

The Annenberg Scholarship is awarded to students who display strong academic skills and potential.

The Flavia Martz Baugher Memorial Teaching Fund provides scholarship aid to two senior students: one in elementary and one in secondary education-who manifest overall promise as outstanding teachers.

The Raymond R. Baugher Memorial Scholarship recognizes an outstanding graduating senior who is about to enter the teaching profession.

I.N.H. Beahm Scholarship Fund provides scholarship aid to assist Church of the Brethren students with need and is supported by the district boards of the Southern Pennsylvania and Atlantic Northeast Districts of the Church of the Brethren.

The Louise Baugher Black Award is given annually on a college-wide basis to the junior or senior student at Elizabethtown College who has demonstrated consistent and exceptional talent, competency, and interest in writing non-fiction prose.

The Erma and Dorsey Blecher Scholarship provides scholarship aid to a student enrolled at the College.

The Grace C. Blough Scholarship Fund provides scholarship aid to a student who excels in musical aptitude and performance, academic achievement, good personal character, and who exhibits financial need.

The Bucher Scholarship provides aid to a student enrolled at Elizabethtown College who is a member of the congregation at the Gettysburg Church of the Brethren.

The Business Associates Scholarship program is funded by area businesses and provides need-based scholarships to worthy students from the surrounding area.

The Dr. John F. Buyer Scholarship provides scholarship aid to a student demonstrating financial need with consideration to the student's class rank, academic record, college board scores, class activities, character, and citizenship.

The Cameron-Reidenbaugh Scholarship provides assistance to a student who attended and graduated from one of the four high schools in Perry County, Pennsylvania with first preference to a graduate from Greenwood High School. and who also demonstrates financial need.

The Benjamin and Hannah Sachs Cantor Scholarship provides scholarship assistance to students demonstrating financial need.

The Joseph N. Cassel Scholarship provides assistance to Church of the Brethren students from the Atlantic Northeast District who demonstrate financial need and are preparing for Christian ministry and service.

The Joan Prentice Charlton Scholarship provides assistance and recognition to an outstanding student for achievement in the fine arts.

The Christian Leadership Scholarship provides assistance to a Church of the Brethren student from the Southern Pennsylvania District who demonstrates financial need and is planning to serve in a broad spectrum of ministries in relation to the Church of the Brethren.

The Class of 1985 Scholarship assists a student who exhibits the ability for college study but who would otherwise not have the resources to attend a private liberal arts college.

The Elizabeth Winterle Collins Scholarship provides scholarship aid for two years to a junior majoring in occupational therapy who has achieved a 3.00 cumulative average or better, demonstrates financial need, participates in co-curricular activities, and resides in Gloucester County, N.J., Camden County, N.J., the State of New Jersey, or elsewhere (in that priority).

The Thomas C. Conover Memorial Scholarship provides scholarship aid to a full-time, upperclass biology major who exhibits excellence in academic achievement, scientific aptitude, and personal character.

The Amos K. Curry Memorial Fund provides scholarship aid to students desiring to enter full-time Christian service.

The Dentsply International Scholarship is awarded to a worthy and needy student with strong academic interests in pursuing a career in international business.

The Ebersole Scholars Fund recognizes the most outstanding students each year who are chosen to participate in the interdisciplinary honors program.

The Mary G. Emenheiser Music Scholarship provides scholarship assistance for the development of musically talented students at Elizabethtown College.

The Emma R. Engle Memorial Scholarship provides scholarship aid to a student demonstrating financial need who is a continuing upperclass female English major and has maintained a 3.00 cumulative grade point major overall and in the major.

The Herman G. Enterline Scholarship is awarded to a student enrolled in the business program (whenever possible a future teacher) who exhibits academic excellence in that field.

The Ernst/Young Alumni Endowment Fund provides scholarship aid to an outstanding incoming freshman majoring in accounting.

The Elmer Esbenshade Scholarship Fund provides aid to students from Lancaster County who exhibit financial need, academic ability, leadership potential, and who actively participate in campus activities.

The Eby C. Espenshade Scholarship provides scholarship aid to any student enrolled at the College who exhibits financial need and who possesses the ability to excel in his or her college studies.

The Walter S. and Margie E. Espenshade Memorial Fund is awarded annually and provides interest-free loans to a junior or senior majoring in the sciences with a 3.30 G.P.A. or higher who plans on attending medical school, law school, or graduate school, and demonstrates financial need.

The Faculty Minority Scholarship Fund provides aid for African-American students who would otherwise not be able to matriculate at Elizabethtown College because of financial need.

The Nevin W. Fisher Music Scholarship provides scholarship aid to outstanding music majors at Elizabethtown College.

The Dorothy Forney Scholarship provides scholarship aid to a deserving student in the area of government and political science.

The Fund for the Advancement of Ethnic Understanding was established by the Bucher families to foster the cause of underprivileged ethnic minorities in the form of scholarship aid or program aid.

The Robert E. Garrett Modern Language Scholarship provides scholarship assistance to a student who is majoring in French, German, or Spanish, who demonstrates financial need, and is in good academic standing.

The General Scholarship provides assistance to worthy students who demonstrate financial need.

The Samuel L. Gibble Scholarship provides scholarship assistance to a student preparing for the Christian ministry or missionary work.

The Harrison and Marguaretta Gingrich Scholarship provides scholarship assistance to a student from central Pennsylvania who demonstrates financial need and shows academic achievement. Preference will be given to students who participate in church and community service activities.

The Good's Furniture and Carpet Scholarship provides aid to assist disadvantaged students attending Elizabethtown College who otherwise would not have the opportunity.

The Ginger Groff Scholarship is awarded annually by Student Senate to a student demonstrating active interest and participation in wellness activities.

The Nathaniel E. Hager, Jr. Physics and Engineering Scholarship provides scholarship aid to a student majoring in physics or engineering.

The Howard W. and Margie F. Henry Scholarship Fund provides aid to a student who is (in preferential sequence) a pre-ministerial student with evangelical orientation, a student preparing for foreign or home mission service, a student majoring in music, or a student majoring in a pre-nursing program. The recipient must be from Franklin County.

The John W. Hess Scholarship provides assistance to students demonstrating financial need and majoring in business, education, or music with good academic standing.

The J. Robert Hollinger Scholarship provides scholarship aid to a student demonstrating financial need who is an accounting major.

The James B. Hoover Business Scholarship provides aid to a junior student majoring in business administration who has achieved a 3.20 cumulative average or better in the major and overall and who demonstrates good citizenship as evidenced by co-curricular activities on or off campus.

The Betty Kaylor Scholarship provides scholarship assistance to a student in the Communications Department.

The William T. Kelly Scholarship is awarded to a student each year who shows financial need along with a good academic record, leadership qualities, and good citizenship.

The Allen G. Kemp Scholarship provides scholarship aid to a Key Club member at Donegal High School who also demonstrates financial need.

The Ellwood Kerkeslager Scholarship provides scholarship aid to a student demonstrating financial need who graduated from Northern Lebanon (PA), Madison (NJ) or Bayley-Ellard (NJ) high schools and who is an international business, communications, engineering, business, computer science, or mathematics major.

The Otis Kitchen Scholarship provides scholarship assistance to up to three members of the College's band who demonstrate financial need and are in good academic standing. Preference will be given to the "First Chair" in each section of the band.

The Elizabethtown Kiwanis Golden Anniversary Scholarship, established by Elizabethtown College with the Elizabethtown Kiwanis, provides scholarship aid to a full-time student who has graduated from Elizabethtown Area High School or who is a bona fide resident of the school district. The award is based upon academic ability, citizenship, and financial need.

The Alice L. Knouse Scholarship provides scholarship aid to a junior business major who possesses a high degree of academic achievement, service to the business department and the campus in general, and demonstrates financial need. The award will be used for the senior year.

The Cyrus B. Krall Memorial Scholarship provides assistance to students who are members of the Church of the Brethren who are preparing for a career in the fields of religion and philosophy or education.

The Layser Scholarship provides scholarship aid to a deserving student demonstrating academic ability, citizenship, and financial need, and planning a career in Christian ministry.

The Edgar Leer Ministerial Scholarship provides scholarship assistance for a worthy student preparing for the ministry.

The Carlos R. Leffler Business Scholarship provides scholarship assistance to a student in the Business Department.

The Georgiana E. Leffler Arts Scholarship provides scholarship assistance to a student in the arts area.

The Leymaster Scholarship provides scholarship assistance to either a rural young man who would not have an opportunity to attend college without financial assistance or a daughter of a professor or teacher who requires financial assistance.

The Martin Limestone Corporation Scholarship assists a student (or students) who exhibits the ability for college study but who would otherwise not have the resources to attend a private liberal arts college.

The Sheldon S.R. Madeira Scholarship assists a student (or students) preparing for a career in education who exhibits ability for college study, shows need for financial aid, and displays strong campus citizenship qualities.

The A.L.B. and Ellen R. Martin Memorial Scholarship provides scholarship aid to Church of the Brethren students demonstrating financial need, academic potential, and good character who are preparing for full-time service in the Christian ministry, medicine, health care, or elementary or secondary education. Preference is given in the order of the career fields mentioned.

The McElrath Scholarship provides scholarship assistance.

The Mountville Church of the Brethren Scholarship provides scholarship aid to a student demonstrating financial need, character, and scholarship from the Mountville Church of the Brethren or a Church of the Brethren student.

The Roy H. and Edith E. Mummert Memorial Scholarship provides assistance to needy Church of the Brethren students from the Madison Avenue Church of the Brethren in York, Church of the Brethren students from the York area, and Church of the Brethren students from Pennsylvania in that priority order.

The Emma G. Musselman Foundation Business Scholarship provides aid to a student who has completed four full-time semesters at the College and a minimum of twelve semester hours of business courses and who demonstrates academic excellence and excellent personal character. The scholarship provides the student who continues excellent work with aid in both the junior and senior years.

The Benjamin G. and Vera B. Musser Pre-Medical Scholarship provides scholarship aid to an upper-class student who evidences a sincere desire to pursue a career in the medical profession and who is chosen on the basis of academic performance, financial need, and faculty letters of recommendation.

The Darlene Myer Music Scholarship is awarded each year to a non-music major who demonstrates financial need and has the aptitude, interest, and commitment to develop proficiency in vocal or instrumental music studies through private music lessons.

The Annette Mumma Nation Scholarship, established to honor Annette Mumma Nation, Class of 1944, provides financial aid to outstanding Elizabethtown College women who have balanced academics with their co-curricular activities and contributions to college life.

The New Holland of N.A. Scholarship provides aid annually to three students—a sophomore, a junior, and a senior—each majoring in the field of business and showing academic achievement, exceptional individual performances in extracurricular activities, and financial aid.

The Non-Traditional Occupational Therapy Scholarship provides assistance to a non-traditional student majoring in occupational therapy with financial need and academic promise.

The Levi B. Oaks Endowed Scholarship, established in memory of Lucinda M. Mays, provides aid to needy and worthy students attending Elizabethtown College.

The Outstanding Musicianship Award provides scholarship assistance to a student for outstanding musicianship, citizenship, and all-around achievement as a member of the Concert Band.

The Glenn R. Patterson Scholarship, established by the H. B. Alexander Foundation in memory of a faithful employee, is awarded each year to an incoming student who demonstrates financial need and desires to pursue an education in the field of accounting.

The Pennsylvania Dutch Days Scholarship is awarded to worthy and needy students from Lancaster County.

The Plant Operations Scholarship provides assistance to an entering freshman who demonstrates financial need and is majoring in engineering or occupational therapy. Criteria includes academic performance and co-curricular activities with preference given to Plant Operations employees or dependents.

The Roy Ream Music and Art Scholarship provides assistance and recognition to outstanding students for achievement in the fine and performing arts.

The Religion Scholarship provides scholarship assistance to a deserving religion major who demonstrates financial need.

The R. Kent Replogle Scholarship provides scholarship aid to a worthy senior who demonstrates financial need, has achieved a GPA of 2.75 overall and at least 3.00 in his or her major field of study, and has participated in extracurricular activities.

The Ressler Mill Foundation Scholarship Fund provides scholarship aid to a full-time junior (for the senior year) majoring in occupational therapy, and is based upon academic achievement, scientific aptitude, personal character, and financial need.

The Rettew Associates, Inc. Scholarship provides assistance to an environmental science major with an overall GPA of 3.00 or higher who demonstrates financial need.

At the beginning of each academic year, freshmen participate in the "Progressive Hike" through Elizabethtown to meet neighbors and remind the community that classes are about to begin.

The Dr. and Mrs. J. Aldus Rinehart Scholarship is made available to ensure that academically qualified business students with financial need are able to benefit from an Elizabethtown College education.

The Lester A. Risser Scholarship is awarded to a worthy student majoring in elementary education and demonstrates financial need.

The Charles Troxell Royer Memorial Scholarship is awarded to a student preparing for service in the mission field.

The Russell Foreign Scholarship provides aid to students from other countries who are attending Elizabethtown College.

The George Ruth and Dorothy Ruth Memorial Scholarship provides scholarship aid to a student demonstrating financial need who is a pre-medical or pre-nursing student.

The Mary Sachs Scholarship Fund provides scholarship assistance to one or more outstanding students preparing for a career in the field of business and exhibiting financial need.

The Andrew C. Schaedler Foundation Scholarship provides scholarship aid to worthy and needy students from the central Pennsylvania area.

The Sallie K. and Charles D. Schaeffer Chemistry Scholarship provides scholarship aid to a chemistry major with a 3.00 GPA. or greater in the major as well as cumulative.

The Earl W. Seibert Psychology Scholarship provides scholarship assistance to deserving psychology students who also demonstrate financial need.

The Ruth M. Seibert Scholarship provides scholarship aid to a student demonstrating financial need who is an elementary education major from an urban area.

The John P. Shepherd, Jr. Scholarship provides aid to a full-time upperclass student who shows excellence in academic achievement, extracurricular activities, and personal character.

The Jenny Shinn Memorial Scholarship provides scholarship aid to an upperclass music therapy major (or majors) who demonstrates the potential for outstanding service as a music therapist.

The Sharon Ann Smith Scholarship provides aid to a student who has demonstrated consistent and exceptional talent, competency, and interest in the field of communications.

The Harold E. Smith Company Occupational Therapy Scholarship provides scholarship aid to a full-time sophomore (for the junior year) majoring in occupational therapy and is based upon academic achievement, scientific aptitude, personal character, and financial need.

The Sprint Scholarship is awarded to a worthy and needy sophomore student with strong academic interests pursuing a business-related career.

The John and Sara Steelman Pre-Ministerial Scholarship provides scholarship aid to a student demonstrating financial need who is a qualified junior who has expressed an interest in pre-ministerial studies.

The John and Sara Steelman Education Scholarship provides scholarship aid to a student demonstrating financial need who is a qualified junior education major.

The Tyson Foods, Inc. Scholarship provides scholarship aid to employees or the children of employees of this firm who are enrolled on a full-time basis at Elizabethtown College and is awarded based upon scholastic achievement.

The United Parcel Service Foundation Scholarship is awarded to a student each year who shows financial need along with a good academic record, leadership qualities, and good citizenship.

The Dr. Charles E. and Mary E. Weaver Biology Scholarship provides scholarship assistance to outstanding students preparing for a career in the fields of medicine, allied health, or biology education with preference given in the order mentioned. The award is to honor Dr. Charles E. Weaver's lifetime service to the field of medicine.

The Captain John P. Winand Memorial Scholarship provides grant assistance to a qualified and deserving student with financial need who has demonstrated "service to others."

Other Special Scholarships

Elizabethtown Area School District Merit Scholarship — Three merit Scholarships of $5,000 each are awarded annually to entering freshmen students from the Elizabethtown Area School District who meet our merit scholarship criteria of top 10% of class and combined re-centered SAT score of 1150 or higher.

Governor's School Scholarship — One merit scholarship of $1,000 is awarded annually to entering freshmen who are alumni of the six Pennsylvania Governor's Schools of Excellence. Scholarship is competitive.

Harrisburg Area School District Scholarships — A merit scholarship ranging in different amounts.

Hugh O'Brian Leadership Scholarship — A Presidential Scholarship is awarded annually to an entering freshman who is a HOBY alumnus or alumna. Scholarship is competitive.

Lancaster Area School District Scholarships — A merit scholarship ranging in different amounts.

Pennsylvania Junior Miss Scholarship — A merit scholarship ranging from $3,000 to $9,000 per year is awarded annually to an entering freshman who was one of the Pennsylvania State Finalists of the Pennsylvania Junior Miss competition.

Federal Financial Aid Requirements

We Have a Right to Ask

All information requested by the Financial Aid Office is authorized by law. The legal right to ask you to provide your Social Security number is based on Section 7(a)(2) of the Privacy Act of 1974 (P.L. 93-579).

All applicants for financial aid at Elizabethtown College are advised that disclosure of the Social Security number is required as a condition of participation in financial aid programs at Elizabethtown College. The applicant's Social Security number is used to identify the applicant's financial aid application and account at Elizabethtown.

The legal right to ask for all other information is based on sections of the law that authorizes the Federal PELL Grant, SEOG, FWS, Perkins, and Stafford Programs. These include sections 411, 413B, 443, 464, 425, 428, and 482 of the Higher Education Act of 1965, as amended. Any information you submit is subject to verification. If you do not supply proof when asked, you will not receive financial aid.

Referral of Fraud

Cases of suspected fraud on the part of a Title IV aid applicant involving information relevant to a student's eligibility or amount of assistance will be referred to the U.S. Department of Education. The following circumstances are indicative of possible fraud when the aid administrator can find no other legitimate reason for the discrepancy: 1) false claims of independent student status 2) false claims of citizenship 3) use of false identities 4) forgery of signatures or certifications, and 5) false statements of income. Any referrals made to a local or

state law enforcement agency will be reported each calendar year to the U.S. Department of Education, Office of Inspector General.

Viewing Your File

If you think that errors in your financial aid package stem from information in your file in the Financial Aid Office, you may review your file at any time, according to the Family Rights and Privacy Act of 1974. To see your file, call the Financial Aid Office.

The Financial Aid Office treats each student's file with sensitivity and utmost confidentiality. The financial information in your file is released only to those who have contributed to it, i.e., you and, if you are dependent, your parents. You must give written and signed permission before the College will release information from your file to a third party. Please keep copies of the tax returns you submit to the College. The College copies cannot be returned to you.

Drug-Free Campus

The unlawful possession, use or distribution of illicit drugs and alcohol by students and employees is not permitted by Elizabethtown College. The College adheres to the Drug-Free Schools and Communities Act Amendments of 1989.

Elizabethtown College makes a drug education program available to all of its students, faculty, administrators, and staff. Various programming activities as well as individual counseling sessions are offered. Contact the Dean of College Life for further details.

Campus Crime Statistics

The Campus Security Office compiles campus crime statistics each year. These statistics are available to the general public upon request to the Campus Security Office.

Graduation Rate Statistics

The Office of Registration and Records compiles graduation rate statistics for all of our entering classes. These statistics are available to the general public upon request to the Office of Registration and Records.

Job Placement Statistics

Counseling Services compiles job placement statistics for the most recent Elizabethtown College graduating class. These statistics are available to the general public upon request to the Director of Counseling Services.

The Academic Program

Degrees Offered

Elizabethtown College grants five residence degrees: the Bachelor of Arts, the Bachelor of Music, the Bachelor of Science, the Master of the Arts, and the Master of Science. Four additional degrees are offered through the Center of Continuing Education and Distance

Learning: the Bachelor of Liberal Studies, the Bachelor of Professional Studies, the Associate of Arts, and the Associate of Science.

The Core Program

Through the Core Program, the College affords each undergraduate student a broad exposure to the liberal arts and the sciences. The purpose is to make it possible for the student to experience a core curriculum of traditional and innovative liberal arts areas that complement both the more intensive studies in the academic major and minor and the less structured framework of elective courses. Core requirements are of two kinds: the Common Core, which consists of the Freshman Seminar and the Junior/Senior Colloquium; and Areas of Understanding in which students may choose from approved Core courses in prescribed academic areas. The Elizabethtown College core currently is being re-written for the 2003-04 academic year.

The Structure of the Core Program

The Core Program offers two basic categories of courses. Students engage in common education experiences in the Freshman Seminar and Junior/Senior Colloquium. In addition to these common experiences, students enroll in courses in nine Areas of Understanding (AU).

The thematic Areas of Understanding unite the Core Program into a cohesive offering, develop skills of self-education, and integrate knowledge across the disciplines. *Alternatives to the Core Program, or deviations from it, must be approved in advance by the Academic Standing Committee and the Dean of the Faculty.*

Common Core

Freshman Seminar 3 credits

Entering freshmen take a Freshman Seminar during their first semester.

FS100 Freshman Seminar

3 credits. The Freshman Seminar provides an educational experience that is composed of several important components. First, it aims to develop intellectual skills such as critical analysis and synthesis and communication skills such as speaking and writing. Second, it introduces students to the intellectual life of the College and lays the foundation for self-directed, independent thinking. For these reasons, the Freshman Seminar is planned to assist the student in the transition from high school to college.

Junior/Senior Colloquium 3 credits

The current theme of the Junior-Senior Colloquium is "Individuality and Community."

JSC300 Junior/Senior Colloquium

3 credits. In the Junior/Senior Colloquium, students return to the seminar setting and explore a selected contemporary issue of national or world significance from perspectives other than those of the major. They are engaged in serious discourse with students and faculty from other

disciplines, examining broader intellectual, social, and ethical concerns associated with liberal learning. This experience culminates in the creation of a major research project that integrates prior learning and the diverse studies of the undergraduate experience. This project enables students to demonstrate mastery of the research writing process and allows opportunities for public presentation. *Prerequisite: Junior or Senior standing.*

FS100* and JSC300* may not be used to substitute for a major or minor course or to waive a requirement for the major or minor.

Areas of Understanding

Power of Language 3 credits

Language is the most important means of communicating in all human societies; it is the ability that, above all others, distinguishes us from other forms of life. In a democratic society, it is the essential means through which policies are formulated, argued for, and accepted or rejected. The hallmark of a liberally educated person is the ability to articulate ideas.

The Power of Language requirement is intended to introduce students to potentialities of the English language supported by a knowledge of its history. It provides the opportunity for extensive writing experience in the use of logic and rhetoric.

Based upon writing skill level, new students are required to take in their first year either English 011 (a college composition preparatory course that does not count for Core or graduation credit), English 100*, Writing and Language (a college composition course), or an advanced 100-level Power of Language course, En 150*, Com 105*, or Ph 110*.

Students placed in English 011 must eventually take English 100* for Power of Language Core credit. Students placed in English 100* must successfully complete English 100* for their Power of Language core. Students who receive AP or transfer credit for English 100* or who enroll in English 100* cannot receive credit for English 150*, Advanced Writing and Language.

Courses satisfying this requirement are:

Com 105 Fundamentals of Speech

En 100 Writing and Language

En 150 Advanced Writing and Language

Ph 110 Logic and Critical Thinking

Mathematical Analysis 3-4 credits

The Mathematical Analysis requirement stresses competency in quantitative reasoning and mastery of problem solving skills. Courses satisfying this requirement help students to understand quantitative data, for example, to recognize their use in making future predictions, to acknowledge that they can be employed in support of argumentation, and to realize that they can be manipulated to mislead.

Based upon mathematical analytical skill level, new students are required to take in their first year either Math 011 (a college mathematics preparatory course that does not count for Core or graduation credit), or a 100-level mathematical analysis course. Students placed in Math 011 must successfully complete this course before enrolling in mathematical analysis courses.

Courses satisfying this requirement are:

CS 121 Computer Science I

Ma 105 Mathematics for Liberal Studies

Ma 112 Calculus with Review II

Ma 121 Calculus I

Ma 151 Probability and Statistics

Creative Expression 3 credits

The Creative Expression requirement stresses appreciation of the diversity of human perception and its expression. Courses satisfying this requirement concentrate on the history, theory, creation, performance, and criticism of art forms from music, painting, drama, cinema, architecture, sculpture, and the graphics arts. They acquaint students with basic concepts and language employed in the study and analysis of these works, preparing them to react to art forms and make aesthetic judgments.

Courses satisfying this requirement are:

Art 105 Drawing I

Art 106 Ceramics I

Art 120 Sculpture I

Art 205 Painting

Art 251 Printmaking

En 110 Literature: Expressive Form

En 116 Film as Literature

En 135 Shakespeare Through Performance

En 212 Forms of the Quest

En 281 Writing and Analyzing the Short Story

Mu 115 Music Fundamentals at the Keyboard

Mu 268-286 Applied Music Lessons

OT 201 Piecework: The Threads of Women's Lives

Phy 215 Introductory Acoustics

Th 155 Introduction to Theater Technology

Th 165 Basic Acting

Cultural Heritage 6 credits

The Cultural Heritage requirement introduces students to significant historical knowledge which helps them understand themselves and the society in which they live. Through critical analysis of literature, science, art forms, values, social institutions, and governments associated with Western thought, students are provided with the historical consciousness necessary to intelligently respond to major issues of the modern world.

Courses that satisfy this requirement are:

Art 155 Introduction to the History of Art I

Art157 Introduction to the History of Art II

En 112 Introduction to Poetry

En 221 The Literature of Medieval England

En 222 Literature of the Renaissance

En 223 English Neo-Classicism

En 224 English Romanticism

En 225 Victorian British Literature

En 226 Twentieth Century British Literature

En 241 American Literature I

En 242 American Literature II

En 246 Minority Voices in American Literature

Hi 115 Modern European History

Hi 210 Europe Since 1870

Hi 215 English History

Hi 216 Modern Britain

Mu 105 Introduction to Music Literature

Mu 242 Mozart and Eighteenth Century Classicism

Mu 243 Beethoven, Classicism, and Romanticism

Ph 105 Introduction to Philosophy

Ph 201 Ancient and Medieval Philosophy

Rel 211 Bible I

Each year's Commencement in the natural beauty of The Dell is one of central Pennsylvania's most spectacular events.

Rel 212 Bible II

Rel 225 Anabaptist and Pietist Movements

Th 105 Introduction to Theater

Foreign Cultures and International Studies 3-4 credits

The Foreign Cultures and International Studies requirement is satisfied by courses with a contemporary international, cultural, or social frame of reference. In these courses students study

the human experience from a cultural point of view different from that of the U.S. and develop understanding of the interdependence among countries.

Courses that satisfy this requirement are:

An 111 Understanding Human Cultures

BA 251 Cross Cultural Understanding and Interaction

BA 290 British Society and the European Union

Com 251 International Communications

Fr 112 Fundamentals of Language and Culture II

Fr 211 Communication Through Language and Culture I

Fr 212 Communication Through Language and Culture II

Ger 112 Fundamentals of Language and Culture II

Ger 211 Communication Through Language and Culture I

Ger 212 Communication Through Language and Culture II

Ja 112 Fundamentals of Language and Culture II

PS 245 International Relations

PS 252 Latin American Society

Rel 221 Western Religions in a Global Context

Rel 222 Asian Religions

Rel 223 Asian Religions I: Religions of South Asia

Rel 224 Asian Religions II: Religions of East and Southeast Asia

Sp 112 Fundamentals of Language and Culture II

Sp 211 Communication Through Language and Culture I

Sp 212 Communication Through Language and Culture II

Natural World 7-8 credits

The Natural World requirement is satisfied by systematic study of the natural world and must include a minimum of one laboratory course. These courses stress study of subject matter and methods of the discipline but also emphasize ethical and social issues that arise when science influences technological development.

Courses that satisfy this requirement are:

An 201 Human Origins

Bio 105 Principles of Biology

Bio 106 Genetics, Evolution, and Man

Bio 108 Living With the Environment

Bio 111 Introduction to Biological Sciences

Bio 205 Human Heredity

Ch 101 General Chemistry: Practical Principles

Ch 105 General Chemistry: Introduction to Molecular Science

Ch 107 The Biochemistry of Working Out

Ch 113 Organic Chemistry I

Ch 157L The Biochemistry Laboratory

ES 111 The Dynamic Earth

ES 112 The Geology of Landscape

ES 215 Meteorology

Ma 252 Statistical Methods in Research

Ph 213 Philosophy of Science

Phy 103 General Physics I

Phy 200 College Physics I

Phy 212 Astronomy

Psy 208 Health Psychology

Social World 6 credits

The Social World requirement is satisfied by courses which emphasize the ways in which behavior is shaped, ranging from the formation of the self to the interaction of nations.

Courses that satisfy this requirement are:
Com 115 Media and Society

Ec 100 Global Economics: Principles and Issues

Ec 203 The Greatest Economic Mystery Series

Hi 201 History of the United States to 1877

Hi 202 History of the United States Since 1877

PS 111 American National Government

Psy 105 General Psychology

Psy 237 Psychology of Women

Rel 255 Communal Societies

Rel 266 Psychology of Religion

So 101 Discovering Society

So 204 Population and Global Issues

SW 151 Social Welfare Issues in Contemporary Society

SW 233 Human Behavior in the Social Environment I

SW 234 Human Behavior in the Social Environment II

SW 280 Helping Skills

WGS 105 Sex and Gender in Society

Values and Choice 3 credits

The Values and Choice requirement is satisfied by courses that examine values and morality as they relate to matters of choice and responsible citizenship.

Courses that satisfy this requirement are:

En 113 Introduction to Drama

En 114 Introduction to Fiction

En 245 Growing up in America

Hi 111 American Biography

Hi 208 Technology and Values in the American Experience

Hi 212 Race and Ethnicity in American History

Ph 115 Ethics

PS 115 Public Policy Making for the Future

PS 205 Values and Vision

PS 215 Politics in Fiction and Film

Rel 105 Forms of Religious Experience

Rel 165 Introduction to Peace and Conflict Studies

Rel 215 Christian Social Ethics

Rel 230 Religion in America

Rel 250 Citizenship and Conscience: Peace Church Dilemmas

Rel 265 Voices of Nonviolence

Physical Well Being 3 credits

This requirement is satisfied by completing three courses in Physical Well Being, of which at least two courses must be devoted to physical activity. No more than five Physical Well Being credits may be counted for graduation credit. This requirement prepares students for a lifetime commitment to physical activity and well being with an emphasis on individual fulfillment.

Courses that satisfy this requirement are:

Da 101 Interpretive Movement

Da 102 Introduction to Ballet

Da 103 Jazz Dance

PE 105 Swimming

PE 106 Water Aerobics

PE 110L Physical Education for the Elementary School Child

Laboratory

PE 115 Physical Fitness and Wellness

PE 119 Scuba

PE 120 Aerobics

PE 125 Tennis

PE 137 Outdoor Recreation

PE 140 Bowling

PE 146 Racquetball

PE 150 Volleyball

PE 161 Adaptive Physical Education

PE 165 Golf/Badminton

PE 175 Archery/Badminton

PE 181 Self-Directed Physical Education Activity

PE 185 Basketball

PE 190 Horsemanship

PE 194 Skiing

PE 195 Soccer

PE 218 Water Safety Instruction

Additional Requirements:

Students must take at least four 200-level Core courses to complete the Core Program. Prerequisites for 200-level Core Program courses include completion of the Freshman Seminar, Mathematical Analysis, and Power of Language.

In Areas of Understanding requiring two courses, students must take the courses in different disciplines. Physical Well Being courses are excluded from this restriction; however, students may not take the same PWB course twice to fulfill the course number requirement.

In addition to any courses required for their major that have been specified by the major department to fulfill both Core Program AU requirements and major requirements, students may select one course from their major department to fulfill a Core Program requirement. Specifically, the student may select one Core Program AU course offered by her/his major department and use that course to meet the Core Program AU requirements for which the course is listed in the College Catalog. The major department course selected by the student must be an elective in the department and will not fulfill a major requirement.

Students are required to complete the appropriate level of mathematics, English, and/or modern language courses as determined by the College.

Seniors may enroll in Core Program courses to complete Core, Major, or Minor requirements as needed; however, seniors may **not** enroll in 100 or 200-level Core Program courses **for elective purposes** until all enrolled underclassmen have had the opportunity to select courses during the official preregistration periods in November and April. (In this context, "seniors" includes both students of senior status and juniors who will have achieved senior status at the completion of the current semester.)

Academic Majors

The College offers degrees in the following academic majors, within which a number of options are available. The details of major requirements are included in the departmental listings.

Accounting (Business), B.S.

Art, B.A.

Biochemistry (Chemistry and Biochemistry), B.S.

Biology, B. S.

Biotechnology (Biology), B.S.

Business Administration, B.S.

Chemistry, B.S.

Clinical Laboratory Sciences (Chemistry and Biochemistry), B.S.

Communications, B.A.

Computer Science, B.S.

Computer Engineering (Physics and Engineering), B.S.

Criminal Justice (Sociology and Anthropology), B.A.

Early Childhood Education, B.S.

Economics (Business), B.A.

Educational Practice, M.A.

Elementary Education, B.S.

Engineering (Physics and Engineering), B.A.

Engineering Physics (Physics and Engineering), B.S.

English, B.A.

Environmental Science (Biology), B.S.

Forestry and Environmental Management (Interdisciplinary), B.S.

General Science (Interdisciplinary), B.S.

History, B.A.

Industrial Engineering (Physics and Engineering), B.S.

Information Systems (Computer Science), B.S.

International Business, B.S.

Mathematics, B.S.

Modern Languages (French, German, Spanish), B.A.

Music, B.A.

Music Education, B.M.U.

Music Therapy, B.M.U.

Occupational Therapy, B.S., M.S.

Philosophy, B.A.

Physics, B.S.

Political Philosophy and Legal Studies, B.A.

Political Science, B.A.

Psychology, B.A.

Religious Studies, B.A.

Social Sciences (Interdisciplinary), B.S.

Social Work, B.A.

Sociology-Anthropology, B.A.

Academic Minors

Students may elect to pursue an academic minor in addition to their major. Such a program enables the student to acquire depth of knowledge in an area of secondary interest outside the major. See program requirements for each department in the Course Descriptions section for specific requirements for minors. The College offers the following minors:

Anabaptist and Pietist Studies (Interdisciplinary)

Anthropology (Sociology and Anthropology)

Art (Fine and Peforming Arts)

Biochemistry (Chemistry and Biochemistry)

Biology

Business Administration

Chemistry

Communications

Computer Science

Economics (Business)

English

General Science (Interdisciplinary)

History

Human Services (Interdisciplinary)

International Studies (Interdisciplinary)

Information Systems (Computer Science)

Mathematics

Modern Languages (French, German or Spanish)

Music (Fine and Performing Arts)

Peace and Conflict Studies (Interdisciplinary)

Philosophy

Physics (Physics and Engineering)

Political Science

Psychology

Religious Studies

Sociology

Theatre (Fine and Performing Arts)

Women and Gender Studies (Interdisciplinary)

Program Variations and Options

In addition to majors and minors, Elizabethtown College offers a number of alternative learning opportunities both on and off campus. On-campus study includes special programs which emphasize individual study and close work with a member of the faculty. Off-campus opportunities include joint programs with academic institutions, clinical facilities, or study abroad.

Hershey Foods Honors Program

The Hershey Foods Honors Program of Elizabethtown College reflects the College's commitment to providing handcrafted learning opportunities for its students. In the case of the Hershey Foods Honors Program, the focus of this handcrafting is on students with excellent academic records, superior academic abilities, intellectual promise, and demonstrated initiative. Consistent with the mission of the College, the honors program seeks to promote high standards of scholarship and leadership among those students selected for the program. Class size is deliberately kept small; usually no more than 15 students are enrolled in each course.

The opportunity to work closely with faculty mentors from the freshman to the senior year is an explicit goal of everyone associated with the program. In order to foster even greater involvement between faculty-scholars and honors students, co-curricular activities are planned on a regular basis. Events such as field trips to nearby cultural sites (Gettysburg, Philadelphia, and Washington) are routine. In addition, international travel is both encouraged and facilitated. Semester-long study abroad opportunities are expected, but there also are opportunities for students to visit a foreign country in an annual inter-session trip (e.g., Austria, Ecuador, and Iceland).

To facilitate such experiences, the Hershey Foods Honors Program provides each qualified student with a discretionary fund that can be used in support of these trips or to put to such other

uses as book and software purchases. In order to help foster a deeper sense of community within the students of the program, an honors office, a reserved lounge, and access to state-of-the-art computer labs are planned in the Wenger Center as integral parts of the program's facilities.

Elizabethtown College regularly invites world leaders and other people of note and achievement to address students, faculty, staff, and the community.

Nobel Peace Prize recipient Oscar Arias, pictured here, the former president of Costa Rica, met with students in a small-group setting and then gave a public lecture in Leffler Chapel and Performance Center in March 2001.

The Hershey Foods Honors Program was established in 1999 and will admit its third cohort of freshman students in the fall of 2002.

Participation Requirements

Students entering the program in the freshman year take a two-course sequence of freshman seminars focusing primarily on critical thinking and foundational skills; the second of these team-taught courses includes perspectives from different disciplines. In the sophomore/junior years, two additional honors sections of courses within the College's core curriculum (or courses from a list of departmental offerings) are taken. In the junior/senior year a Junior-Senior Colloquium and a capstone thesis requirement must be completed; the first of these is a team-taught course in the model of the freshman seminar. A total of 24 credits must be acquired in honors courses in order to fulfill the requirements and graduate as a recognized Hershey Foods

Honor Scholar. In order to remain in good standing within the program, students generally must maintain a grade point average of 3.5 overall. Any student whose grade point average falls below 3.5 may petition to be retained in the program at the discretion of the Honors Committee.

Admissions Process

Admission to the Hershey Foods Honors Program is normally at the beginning of the freshman year, although a small number of sophomores also may be admitted to the extent that they can be accommodated. Sophomore admission comes upon demonstrated excellence in first year courses, the recommendations of at least two professors, and the concurrence of the Honors Committee. For freshmen, the minimum standard for admission is a combined score of at least 1200 on the SATs (with neither the verbal nor the math score below 550), rank in the top 10 percent of one's high school graduating class, and review by the Honors Committee acting on the recommendation of the Admissions Office. Dates for first year application to the Hershey Foods Honors Program are consistent with dates for application to the College. Rising sophomores must apply by June 1 for consideration.

For further information, contact Dr. Conrad L. Kanagy, Director of the Hershey Foods Honors Program.

On-Campus Variations

Elizabethtown College recognizes the advantages and the need of education and study outside the traditional classroom, and offers several different opportunities.

Independent Study is a way for students to pursue individual investigation and/or reading in an area of special interest, or to advance competencies in the major/minor area. (It is not used simply to assemble credits for graduation or to replace a course listed in the curriculum.) Independent Study may not be used toward Core Program requirements.

Independent Study is available to students with junior or senior status and with a minimum grade point average of 2.0. Students pursuing an Independent Study can expect to do extensive research, reading, writing, and/or creative work resulting in a major paper, presentation, work of art, or other project agreed upon by the supervising faculty member and the student.

The work is initiated by the student and progresses largely unsupervised. Independent Studies are usually registered for 1-3 credits per study. Normally, a student may carry only one Independent Study at a time, or two Independent Studies at the discretion of the Independent Study Committee.

Independent Study is not tied to the academic calendar (a project may be started or finished at any point). *However, the project must be submitted to the Independent Study Committee prior to the Registration Day for the semester during which it will be begun.* Following approval of the Independent Study Committee, the student must officially register the project with the Office of Registration and Records during the registration period for the semester during which it will be completed. Forms are available in the Office of Registration and Records. Any requests for exceptions to the policy must be made to the Academic Standing Committee.

Directed Study is a second type of study available to students at Elizabethtown College. In contrast to independent study of a special topic, Directed Study is undertaken for a regular course in the curriculum which is not being offered in a given semester. This method of study should be used by the student who needs rather frequent conferences with the professor.

An additional surcharge is assessed the full-time student who registers for Directed Study. Part-time students who are granted permission to register for a Directed Study course pay the same surcharge. Full-time students whose course load exceeds 18 hours as a result of the Directed Study registration are charged the current part-time rate for tuition for those hours in excess of 18, plus the surcharge for all Directed Study credits. Note: Students must register for Directed Studies *prior* to beginning course work. Registration forms are available in the Office of Registration and Records.

Tutorials are available where remedial work is necessary for the student to profit from a course in the curriculum. A tutorial involves more frequent meetings between professor and student than either Independent Study or Directed Study. It is the responsibility of the student to locate a professor who is willing to enter into the tutorial agreement. Generally a faculty member will not teach more than one tutorial per semester. Any student who enters into a tutorial agreement is responsible for the regular tuition and a surcharge. *Note:* Students must register for Tutorials *prior* to beginning course work. Registration forms are available in the Office of Registration and Records.

Off-Campus Study

Study Abroad Through BCA Program

The six colleges associated with the Church of the Brethren cooperate in the **Brethren Colleges Abroad** (BCA) program, which provides students the opportunity to study in another country for either a semester or a full academic year. Students may choose from eleven of the BCA's affiliate colleges:

• Philipps-Universitat, Marburg/Lahn, Germany

• University of Strasbourg, France

• University of Nancy, France

• University of Barcelona, Spain

• University of Gloucestershire, Cheltenham, England

• The Dalian Foreign Language Institute, Dalian, China

• Hokusei Gakuen University, Sapporo, Japan

• University of LaVerne/Center, Greece

• University of Vera Cruzana, Xalopa, Mexico

• Universidad San Francisco de Quito, Ecuador

• The Cochin University of Science and Technology, Cochin, India

More than 4,600 students have participated in the BCA program since its inception in 1962. BCA serves students from Brethren colleges and more than 100 other domestic and international colleges. Typically, about 300 American students take advantage of BCA every year.

The BCA program offers two types of international experiences. The first involves study in an environment which features a foreign language. For example, students may study at Phillips-University, at Marburg/Lahn, Germany; at the University of Strasbourg, Strasbourg, France; at the University of Nancy, Nancy, France; at the University of Barcelona, Barcelona, Spain; at the University of Vera Cruzana, Xalapa, Mexico; and at the Universidad San Francisco de Quito, Quito, Ecuador. Students in the foreign language setting receive intensive language instruction prior to the opening of the university.

The second type of experience occurs in a setting where knowledge of a second language is not a requirement. Programs of this nature exist at the Dalian Institute of Foreign Languages, Dalian, China; the University of Gloucestershire, Cheltenham, England; the University of LaVerne Athens Campus, Athens, Greece; Cochin University of Science and Technology, Cochin, India; and the Hokusei Gakuen University, Sapporo, Japan.

To qualify for the BCA program, the student should have a 3.0 grade point average. Students bound for Germany must have completed the equivalent of German 212 and have approximately a *B* average. Although most students bound for France or Spain must also have completed the equivalent of French 212 or Spanish 212, outstanding students who have completed French 211 or Spanish 211 will be accepted. Other qualifications include seriousness of purpose, good character, demonstrated potential for social adjustment, and a basic understanding of the United States and the host country.

The credits earned abroad are transferred toward the degree at Elizabethtown. Students' courses are approved by the Office of Registration and Records prior to departure. Interested students should contact James Hilton, Director of International Studies, and confer with their major advisor.

Information regarding BCA can be obtained at: *www.bcanet.org* and *www.etown.edu/web/bca.html*

Study Abroad Through Herstmonceux Castle, England

Elizabethtown College has an agreement of affiliation with the Queens University (Canada) International Study Centre at Herstmonceux Castle in East Sussex, England. The Castle, one of England's most significant and beautiful brick buildings, was originally constructed during the 1440s. It is located on more than 500 acres of land in the southeast corner of England, only 80 minutes from London.

Students enrolled in this program are exposed to the European experience for one or two semesters while studying in English and receiving credits compatible with the Elizabethtown curriculum. Most courses taught at Herstmonceux focus on international business and European

studies, and cover such areas as art, commerce, geography, history, politics, law, languages, and literature.

Interested students should contact James Hilton, Director of International Studies, for information and should confer with their major advisor.

Study Abroad Through Nihon University, Japan

Elizabethtown College has an agreement of affliation and student exchange with Nihon Univeristy, Japan. Each year, four qualified students are invited to participate in the Intensive Japanese Language Program (IJLP) during the spring semester.

Students enrolled in the program will undergo intensive Japanese language instruction and will study Japanese culture and history at Nihon University, Japan's largest private university.

For more information concerning the application procedure and program details, students should contact James Hilton, Director of International Studies.

Study Abroad with Professors

Often professors at Elizabethtown College will organize study abroad trips for shorter periods of time which count toward specific credit (e.g., May term in England or Ireland, or Spring Break in Ecuador). To learn more about potential study abroad, contact James Hilton, Director of International Studies.

Affiliated Institution Programs

In these programs, students study at the College and at affiliated academic institutions or clinical facilities. Five major programs are offered with other academic institutions: pre-forestry with Duke University; pre-engineering with The Pennsylvania State University; biology health professions and pre-allied health with Thomas Jefferson University; and the Washington Semester and World Capitals program with The American University.

In the **Pre-forestry** major, the student spends three years at the College and an additional year in professional studies at Duke University, after which the College grants the bachelor of science degree; a second year at Duke leads to a master's degree in forestry or environmental management from Duke University. For further details, see the interdisciplinary section of this catalog.

Pre-engineering is a 3-2 program, normally with The Pennsylvania State University. After completing three years at Elizabethtown College, the student transfers, completes two years of study in an engineering major, and receives a bachelor of arts degree and a bachelor of science degree. For further details, see the description in the Department of Physics and Engineering listing.

The Biology Health Professions major is a 3-2 program with Thomas Jefferson University and other selected colleges and universities which grant degrees in the allied health sciences. The student spends three years at the College as a biology-allied health major. Upon the transfer of up to 29 credits from the upper level institution, a bachelor of science degree is awarded by

Elizabethtown College. Completion of the remainder of the professional program results in the awarding of a bachelor of science degree from Thomas Jefferson University or another university.

In the **Pre-allied Health programs**, the student spends two years at the College and an additional two years at an affiliated institution. For further information, see the description in the Department of Biology listing.

Through an affiliation with The American University, Elizabethtown College offers the **Washington Semester Program**, which provides an opportunity to study in Washington, D.C. and take advantage of the resources of the nation's capital. Students in the program work with the policymakers and business professionals who play a vital role in American government and culture. Full semester credit is earned by studying in one of eleven areas: American politics, international politics, peace and conflict resolution, economic policy, journalism, justice, international business and trade, international environment/development, transforming communities, women and public policy, and the arts. Students interested in the program should contact Dr. Fletcher McClellan in the Department of Political Science. Students participating in the program must acquire off-campus course approvals from the Office of Registration and Records.

The College also offers a number of majors in which work at affiliated clinical facilities constitutes an important part of the student's education. In music therapy, occupational therapy, social work, and clinical laboratory sciences, students combine work at the College with first-hand experience in hospitals, clinics, social work, and therapy programs. For detailed descriptions, see the listings under the departments of Fine and Performing Arts, Chemistry, Occupational Therapy, and Social Work.

Internships

Elizabethtown College offers students the opportunity to use what they learn in the classroom in real-world settings through internships. Some academic departments offer internships for credit as part of approved academic programs. Other types of internships may be initiated by the individual student or be offered by other educational institutions, agencies, business, or organizations. Academic credit or recognition for internships will be granted only with the *prior* approval of the appropriate faculty member and administrative officer.

Elizabethtown students have participated in internships at companies and organizations including: ALCOA, Coopers & Lybrand LLP, Electronic Data Systems (EDS), Johns Hopkins Hospital of Baltimore, M&M Mars, Mack Trucks, NFL Films, the Pennsylvania Department of Transportation, the Pennsylvania Attorney General's office, the "Rosie O'Donnell Show," the Sierra Club, and WITF-TV, the Harrisburg PBS affiliate.

For such internships, the College publishes guidelines. Copies of these guidelines are available from the department chair or Office of Registration and Records.

Still Searching for a Major?

Many students arrive at Elizabethtown without a decided major course of study. Most college freshmen will change their minds — at least once — on their way to a baccalaureate degree,

even those who think that they know exactly what they want to be and to do. The College encourages students to experience a variety of disciplines, to work closely with professors, and to seek out advice from advisors.

Freshmen are assigned an advisor who assists with concerns related to the transition from high school to college. Students are encouraged to establish good working relationships with their advisors. Advisors work closely with students during the pre-registration period in making course selection and career planning decisions.

An upperclass student who is undecided about his/her field of study is assigned an advisor from the Counseling Services staff. All other upperclass students are assigned advisors in their chosen academic discipline. For most majors, students have until the end of the sophomore year to declare a major.

The Learning Services

The Learning Services provides free academic support services for all full-time students and serves as a clearinghouse for community service-learning opportunities.

Academic Support Services: More than 175 tutors, recommended by their professors, are available to help peers with course work and study strategies. Writing consultants, who represent a variety of majors, are qualified to give feedback to peers on any stage of the writing process. The Director is available for one-on-one conferences to help with time management, reading, note taking, test taking, learning styles, and learning differences. Free screenings for "Reading by the Colors" are available for those who have problems with reading because of light sensitivity. Resources include a two-week reading program at the beginning of fall semester (fee), a computer laboratory, and a pleasant environment for studying.

Community Service-Learning: The Learning Services provides opportunities for students and staff to participate in or lead service-learning community-based projects for curricular and co-curricular needs. Service-learning promotes orientation, reflection, and reciprocal learning. A campuswide "Into the Streets" day of community service-learning projects is held in October each year. More than 600 students, staff, and community persons collaborate on projects involving youth, seniors, environment, and health issues.

On-going project ideas are available through The Learning Services, such as tutoring in the schools, leading after-school clubs, mentoring in an after-school tutoring program, and working at day care centers, senior centers, churches, a museum, a drug rehabilitation center, etc. Students volunteer or, if qualified, work through the Federal Work-Study program.

The Young Center

Named after Galen S. and Jessie B. Young, the Young Center for Anabaptist and Pietist Studies is an internationally recognized scholarly research institute. Founded in 1986 under the direction of the late distinguished scholar John A. Hostetler, the Young Center fosters original research about the history and culture of Anabaptist and Pietist movements, the theological traditions out of which the Church of the Brethren developed. Through its Fellows program, the Center supports junior and senior scholars, as well as graduate students, on leave from other institutions. Fellows spend a summer, semester, or entire year on campus working on research topics under

Center auspices. Center staff and visiting fellows regularly teach in the College's Religious Studies Department, offer occasional lectures, seminars, or workshops, and give direction to undergraduate research projects.

The Center also sponsors field trips, discussion groups, musical and dramatic productions, and art exhibits that interpret and provide accurate information about the life and thought of contemporary Anabaptist and Pietist churches. A highlight of the year is the annual Young Center banquet and the Durnbaugh Lectures. International summer conferences on an announced theme are sponsored biannually. The June 2001 theme was "Amish, Old Orders, and the Media."

Young Center facilities, including staff and fellow offices, a reading room, exhibit areas, and seminar room, adjoin the Bucher Meetinghouse. Overlooking Lake Placida on the east edge of campus, the meetinghouse is named for Rufus P. Bucher, long-time College trustee and Church of the Brethren minister. The architectural style is patterned after the first Brethren meetinghouse, which was built in Germantown, Pennsylvania in 1770. In addition to Young Center activities, the Bucher Meetinghouse is used for worship services, weddings, lectures,

conferences, retreats, and other campus and community events.

The Center is open 9 a.m.- 12 noon and 1 p.m. - 4:30 p.m. weekdays. For information contact David B. Eller, Director, 361-1467 or Stephen Scott, Administrative Assistant, 361-1470. More information about the Young Center is available online at: *www.etown.edu/youngctr*.

Center for Continuing Education and Distance Learning

As a distinct academic unit of Elizabethtown College empowered to meet the needs of adult learners, the Center for Continuing Education and Distance Learning offers a variety of learning programs for adults at the Elizabethtown campus and in Harrisburg at the Unversity Center for the Capital Region, Dixon University Center. Programs in Lancaster are being planned for the fall of 2003.

Misson Statement

The Center for Continuing Education and Distance Learning seeks to support and extend the mission of Elizabethtown College to include a wider and more diverse population. The Center, through credit and non-credit programs offered in a variety of learning formats, has a special commitment to and advocacy of life-long learning that not only provides enriching, relevant, and innovative learning experiences to adults but that also affirms Elizabethtown College's core values as expressed in the college motto, "Educate for Service."

Degree Programs for Adults

The Center offers the following degree programs for adults:

- **Bachelor of Arts in Communications** (Public Relations or Marketing Communications: Harrisburg campus only)

- **Bachelor of Arts in Social Work** (Elizabethtown campus only)

•**Bachelor of Professional Studies in Criminal Justic**e (Harrisburg campus only)

•**Bachelor of Science in Computer Science/Information Systems (**Harrisburg campus only)

•**Bachelor of Science in Accounting**

•**Bachelor of Science in Business Administration**

Accreditation through the Association of Collegiate Business Schools and Programs (ACBSP) of the College's undergraduate residential degree program in business does not extend to the business programs offered by Continuing Education and Distance Learning.

Certificates and Diplomas for Adults

Certificates in accounting, business management, communications, information systems, and human services are offered through the Center. Most certificates require 27 credits of course work. Diplomas in accounting, business management, communications, and information systems are offered through the Center. Diploma programs are for adults who already possess a bachelor's degree in another field, but who require the competencies provided in the diploma's sequence of courses.

Accelerated Courses and Programs for Adults

Responsive to the unique learning requirements and life style concerns of adults, the Center for Continuing Education and Distance Learning offers accelerated learning module-based courses and programs in five-week sessions. Most courses are three credits, meet one night a week for a total of twenty classroom hours, and are facilitated by a specially assessed faculty. Some five-week courses are completely Internet-based and delivered. The Center encourages each adult to take control of learning and to move through an academic program at her/his own pace. Each adult learner, in conjunction with an academic advisor, schedules her/his own courses and is free to step in or out of any academic session as necessary.

Web-based technology supports many accelerated courses and their "learning outside the classroom" component. All accelerated learning at Elizabethtown College requires the mastery of learning outcomes as determined by a variety of assessment processes. This mastery of learning outcomes relies on activities, formats, and methodologies that respect adult learning styles; therefore, accelerated courses and degrees are only open to adults. Additionally, these adults must be motivated and self-directed in order to succeed academically.

The Center's accelerated courses and programs provide high quality, relevant learning and timely degree-completion to motivated and self-directed adult learners. The Center offers General Education (Liberal Arts), Accounting, Business Administration, Communications, Computer Science, and Criminal Justice courses and programs in this adult-friendly format. Interested adults should contact the Center for Continuing Education and Distance Learning to find out about other courses and programs in the accelerated format.

Traditional Courses and Programs for Adults

Because learners value options and choices, the Center also offers academic courses and programs in the traditional, fifteen-week semester format. These traditional courses of study are offered in a manner comparable to the programs of the College's residential program.

Credit for Prior Learning

Learning is a life-long process which takes place both inside and outside of the classroom. Therefore, the College seeks to acknowledge and validate that learning and, where appropriate, to award college credit for it. Through standardized examinations like CLEP (College Level Examination Program) and/or course equivalency proposals, adults may have their prior learning assessed for college credit. Interested adults should contact the Center for details.

EXCEL Program

This program employs the assessment of adult, college-level learning through experience as a significant component of degree completion. The process involves course equivalency proposals, written by the learner, which are then assessed by faculty for college credit. CLEP and DANTES examinations, distance learning, and regular college coursework are used to complete degree requirements. The EXCEL Program requires the completion of several, one-day seminars at the Elizabethtown Campus.

Adults may earn a Bachelor of Professional Studies (BPS) in majors like business administration, communications, criminal justice, early childhood education, human services, and public administration.

Adults may earn a Bachelor of Liberal Studies (BLS) in majors like religious studies and liberal arts.

EXCEL admissions are selective and enrollment is limited due to the highly individualized nature of the program. Candidates should have significant work experience, previous college work, clear career goals, and strong academic abilility; self-motivation and the ability to assemble, implement and direct one's own academic program, and good writing skills are essential. A personal interview is among the requirements for candidacy to the EXCEL Program.

Distance Learning

The Center offers an increasing number of quality, internet-based credit courses that can be completed in a traditional, accelerated, or summer school format. The Center's blending of distance learning and in-class learning through its accelerated offerings is unique and effective. Additionally, multi-point videoconferenced offerings are increasing. Non-credit training courses by distance learning are also available through corporate partnerships.

The assessment of learning outcomes and the learner characteristics of self-motivation and self-direction are strong components of all of the Center's distance learning offerings. Interested learners should contact the Center to see if distance learning is right for them through a simple assessment process. More information about online learning opportunities can be found at:: *www.etown.edu/cce*.

Professional Continuing Education

The Center for Continuing Education and Distance Learning is a program sponsor of CPE for accountants, MCE for real estate professionals, and CECs for social workers. Computer applications classes are available days, evenings, and weekends. Programs are held on the Elizabethtown campus and at the Dixon University Center in Harrisburg at various times throughout the year.

Institute for Learning in Retirement (ILR)

True to its mission of encouraging life-long learning, the Center offers special programs for the senior citizen community throughout the year. Seminars, workshops, and courses are available on topics such as art history, computer applications, foreign cultures, and personal enrichment. Classes are generally conducted during the day and are taught by faculty, staff, and community experts. Educational field trips are occasionally offered.

Admissions/Registration

Admissions criteria vary by program. The Center requires an application and supporting materials for admission to any specific program.

To register for a class a formal application is not required; the Center welcomes adults visiting from other institutions. Simply call the Center to register or to request a listing of current classes. Courses can be audited (taken without receiving credit) at a reduced tuition rate if space is available.

John Kokolus, Dean
Dawn Spaar, Director

Elizabethtown College Center for Continuing Education and Distance Learning on the web at: *ww.etown.edu/cce.*

Course Descriptions

The courses offered by the College are arranged alphabetically by departments or programs. Some departments offer majors or concentrations in more than one academic discipline. For convenience, these academic disciplines are listed alphabetically in the text; the reader is referred to the appropriate department.

Accounting

See Department of Business, page 52.

Anthropology

See Department of Sociology and Anthropology, page 167.

Art

See Department of Fine and Performing Arts, page 99.

Biochemistry

See Department of Chemistry and Biochemistry, page 64.

Department of Biology

Professor: Dively *(Chair)*

Associate Professors: Cavender, Laughlin, Murray, Polanowski

Assistant Professors: Bridge, Coren, Leonardo

Bachelor of Science

The courses of the Department of Biology provide a foundation in basic concepts and principles involving the structural, functional, and environmental aspects of the living world. The courses provide the student with a broad and unifying understanding of nature's life forms. The department involves students in research studies with professors through senior seminars and independent study projects.

The Biology Department offers three majors:

Bachelor of Science in Biology. The curriculum prepares students for the rigors of graduate school, professional schools of medicine and allied health, and for biologically-oriented employment opportunities.

Bachelor of Science in Biotechnology. The curriculum prepares students for biological research careers utilizing the new methodologies of microbiology and/or cellular and molecular biology and provides an additional option of study for students wishing to enter graduate school. Emphasizing "problem-based learning," student internships, and integration with the Core Curriculum, the major also provides a unique learning experience, stressing ethical use of technology, lifelong learning, and development of leadership skills.

Bachelor of Science in Environmental Science. The curriculum prepares students for entry-level positions with environmental firms, industry or government agencies which require a knowledge of environmental principles and methodology, as well as for entry into graduate environmental programs. In addition to providing the student with a solid grounding in basic principles, they are exposed to the application of those principles in an intern program.

Biology

The Bachelor of Science: Biological Sciences Concentration prepares the student for a biologically-related profession or for graduate school. The specific requirements are Biology 111, 112, 211, 324, 412, and one course from Biology 313 and 313L or 317, one course from Biology 321, 331, or 332, and three courses selected from Biology 212, 222, 235, 310, 311, 312, 318, 335, 336, 341, 343, 347, 350, 352, 354, 362, 472, 474, 491, or 492. Other requirements are: Chemistry 105, 113, 114 or Chemistry 113, 114, 213 (if a fourth chemistry course is required, choose from 213, 214 or 242); Physics 103 or 200 (if second Physics course is required, choose from 104 or 201); and Mathematics 151, 117, 112, or 121.

The Bachelor of Science: Medical Concentration prepares the student for entry into professional schools of medicine and related fields. Specific major requirements are the same as those for *biological sciences concentration*, but additional courses are recommended. For example, all pre-veterinary medicine students should schedule courses in biochemistry and microbiology. Students interested in the premedical program should consult with Dr. James Dively and see the description in the interdisciplinary section of this catalog.

The Bachelor of Science: Allied Health Concentration prepares the student for entry after three years into the professional allied health science programs of Thomas Jefferson University, Widener University, and other accredited pre-approved programs. Students interested in this program should see the description in the interdisciplinary section of this catalog and/or consult with Dr. Jonathon Coren.

The Bachelor of Science: Secondary Education Concentration prepares the student for the receipt of Pennsylvania Secondary Education Certification within the framework of the biology major. This concentration provides a strong background in the biological sciences while simultaneously fulfilling the requirements for secondary teaching certification. The specific requirements are Biology 111, 112, 211, 324, and one course from Biology 321, 331, or 332, one course from Biology 313 or 317 and two courses from Biology 212, 222, 235, 311, 312, 318, 335, 336, 341, 343, 347, 352, 354, 362, 491, or 492. Other requirements are: Chemistry 105, 113, 114 or Chemistry 113, 114, 213; Physics 103 or 200; Mathematics 151, 117, 112, or 121; one course in Earth Science; and Education 105, 150, 215, 265, 275, 295, 305, 380, 470, and 490. Students interested in this concentration should consult with Prof. Ronald Laughlin.

Bachelor of Science: General Science Secondary Education is offered through the Biology Department. The curriculum prepares the student to receive secondary school general science certification. Students interested in this area should consult the detailed description in the interdisciplinary section of this catalog. Further details may be obtained from Prof. Ronald Laughlin.

A minor in biology provides course options from which a student can gain an overall view of the discipline of biology. The specific requirements are Biology 111 and 112, or 105-105L and 106-106L, or 105-105L and 108-108L, or 106-106L and 108-108L and three additional courses in biology. The total number of credit hours will be 18 or 20, depending on course selection. For a minor to be conferred, a minimum grade point average of 2.0 must be maintained in minor courses. To aid in course selection and career counseling, Prof. Ronald Laughlin of the Biology Department will work with the student and the student's major advisor.

Biotechnology

The Bachelor of Science in Biotechnology prepares students for entry level positions in biotechnology companies and for graduate school. The specific requirements are Biology 111, 112, 211, 212, 212L, 310, 324, 412, and 474 or 491-492. Additionally, students pursue one of the following two options: (1) Microbiology - Biology 235, 335 or 336, and one additional biology elective or Chemistry 323; or (2) Cellular and Molecular Biology - Biology 311 and 312 and one additional biology elective or Chemistry 323. Other requirements are Chemistry 105, 113 and 114 or Chemistry 113, 114, and 213; Physics 103 or 200; and Mathematics 151, 117, 112 or 121. Students interested in this major should consult with Dr. Jane Cavender.

Environmental Science

The universal requirements for the environmental science major are Biology 111, 112, 211, 313, 313L, 317, 332, and 350, Chemistry 105, 113, 114 or Chemistry 113, 114, 213; Physics 103 or 200; Mathematics 151, 117, 112, or 121; and Biology 472, 491 or 492 or Political Science 471 or another approved internship.

Three concentrations are available through the Environmental Science major: Environmental Toxicology, Environmental Resource Management, and Environmental Policy. Each concentration requires specific courses independent of the other concentrations and in addition to the universal major requirements. The concentration requirements are as follows.

Environmental Toxicology concentration is for the student interested in investigating the chemical and biological systems which influence the movement of contaminants through biological systems and their effects in the environment. Concentration course requirements are: Biology 324, 324L, 362 and one course from 222, 235, 321 or 347. Suggested electives are: Biology 335; Chemistry 214, 323 and 324; Political Science 366; Business Administration 330; and either Computer Science 115 or 120.

Environmental Resource Management concentration is for the student interested in application of ecological theory to the management of terrestrial and aquatic ecosystems. Concentration course requirements are: Biology 318, 347, and one course from Bio 331, ES 112, or ES 215-215L. Suggested electives are: Biology 335; Computer Science 115 or 120; Business Administration 330; and Economics 100 or 102.

Environmental Policy concentration is for the student interested in examining and evaluating current and proposed environmental policies. Concentration course requirements are: Business Administration 330, Economics 100 or 102, and Political Science 115 and 361. Suggested electives are Computer Science 120 *or* Biology 335, and whichever economics course above was not taken as a requirement.

Students interested in this major should consult with Prof. Thomas Murray.

Cooperative Programs

The Biology Department also offers four cooperative programs, two of which lead to the receipt of a degree from cooperating institutions.

The Pre-forestry program offers a biology concentration in the five-year cooperative program in forestry or environmental management with Duke University, leading to a bachelor of science degree from Elizabethtown College and a master of forestry or master of environmental management degree from Duke University. Students interested in this program should see the description in the Interdisciplinary Programs section (page 178) of this catalog. Further information may be obtained from Prof. Ronald Laughlin.

The *Invasive Cardiovascular Technology program* leads to a B.S. degree in Biology from Elizabethtown College and a diploma in Invasive Cardiovascular Technology from the Lancaster Institute for Health Education. It prepares graduates for clinical positions in invasive cardiovascular technology. In this program, the student spends the first three years at

Elizabethtown College and during the fourth year attends the Lancaster Institute for Health Education. The program follows the present three-year biology allied health curriculum that meets both the requirements of the biology major as well as the Core program of Elizabethtown College for a total of 94 credits. The fourth year meets the academic and clinical curriculum established by the Lancaster Institute for Health Education School of Invasive Cardiovascular Technology for a total of 64 credits, of which thirty-one will be transferred to Elizabethtown College.

Courses required at Elizabethtown College include Biology 111, 112, 211, 324, 341, and one 4 credit hour biology elective; Chemistry 105, 113, and 114, or Chemistry 113, 114, and 213; Physics 103, Mathematics 151, and Computer Science 120; forty-five credit hours of Core courses, eleven of which double count for science and mathematics requirements; and fifteen credit hours of electives. Students interested in this major should consult with Dr. Jonathon Coren.

Pre-Allied Health Programs. In this program, the student spends the first two years at Elizabethtown College and transfers to Thomas Jefferson University or another degree granting institution with an accredited program for the junior and senior years. Physical Therapy requires two years at Elizabethtown College and three years at Thomas Jefferson University. The student should contact Dr. Jonathon Coren very early to design a specific program which meets the requirements of a degree granting institution. The professional programs include areas of cyto-technology, cytogenetic technology, diagnostic imaging, diagnostic medical sonography/ultrasound, medical technology, nursing, occupational therapy, and physical therapy. Students should contact Dr. Coren for specific pre-allied health courses for each of the above programs. These programs differ from the biology major/allied health programs in that no degree is awarded from Elizabethtown College. Thomas Jefferson University awards the bachelor of science degree for each of the above programs. Students who may be interested in receiving an Elizabethtown College degree must complete the biology major and the Elizabethtown College core requirements. For more information, see page 173.

The *Cooperative Program In Graduate Studies with the Pennsylvania State University College of Medicine* allows selected undergraduate science majors to enroll in graduate classes at the Hershey Medical Center Campus. Criteria include successful completion of requisite undergraduate courses, possession of a grade point average of 3.5 or better, and permission of the biology internship advisor. If a student possesses a grade point average of 3.0 to 3.49, admittance is possible with the consent of the Dean of the College of Medicine and the internship advisor. This unique educational opportunity allows students to gain exposure to graduate-level classes while pursuing undergraduate studies at Elizabethtown College.

The Department of Biology participates in the College Honors in the Discipline program. For guidelines and details as to requirements, the student should consult the department chair person.

105 Principles of Biology

3 credits. **(Natural World Core Course)** Designed for the non-biology major. An overview of basic biological principles and concepts, emphasizing their relevancy to our daily lives. Discussion of current issues and problems provides an understanding and respect for the basic mechanisms of life. *May not be taken for credit after completing Biology 111.* Prof. Polanowski.

105L Principles of Biology Laboratory

1 credit. **(Natural World Core Course)** Designed to accompany Biology 105, these laboratory exercises demonstrate many of the important biological principles covered in the lecture course. *Prerequisite or corequisite: Biology 105.* Prof. Polanowski.

106 Genetics, Evolution, and Man

4 credits. **(Natural World Core Course)** Designed for the non-biology major. A discussion of the fundamentals of genetics as they relate to man, followed by a study of the mechanics of evolution, their significance, and the evolution of man. Laboratory exercises illustrate some of the principles of genetics and mechanisms of evolution. *May not be taken for credit by anyone who has or will enroll in Bio 112.* Staff.

108 Living With The Environment

3 credits. **(Natural World Core Course)** Designed for the non-biology major, a discussion of the basic principles of environmental relationships and how living organisms play a role in those relationships and respond to changes in their environment. Current problems with pollution, hazardous wastes, energy, and population growth are examined in relation to those environmental principles. *May not be taken for credit by anyone who has or will enroll in Bio 313, or 317.* Prof. Laughlin.

108L Living With The Environment Laboratory

1 credit. **(Natural World Core Course)** Designed to accompany Bio 108. This laboratory includes field trips to a nuclear power plant and water and sewage treatment plants, testing for various contaminants in the environment, and exercises in measurement of energy consumption and environmental tolerance. *Prerequisite or corequisite: Biology 108.* Prof. Laughlin.

111 Introduction to Biological Sciences I

4 credits. **(Natural World Core Course)** The study of the chemical and cellular basis of life, human and animal anatomy and physiology, cellular reproduction, heredity, and animal development. For biology majors and those students taking additional biology courses. Hours: lecture 3, laboratory 3. *Cannot be taken for credit without the permission of instructor after completing Biology 105.* Fall semester. Staff.

112 Introduction to Biological Sciences II

4 credits. The evolution and diversity of organisms is examined by comparing representative forms of the five kingdoms and viruses. Discussion of plant structure and function and ecological

principles is included. For biology majors or those taking additional biology courses. Hours: lecture 3, laboratory 3. *Prerequisite:* Biology 111. *This course cannot be taken for credit without the permission of the department chair after completing Bio 106.* Spring semester. Profs. Coren and Laughlin.

201 Human Anatomy and Physiology I

4 credits. The study of structure and function of the human integumentary, skeletal, muscular, nervous, and endocrine systems. Particular attention is given to structure and function as it relates to dysfunction and disease. Laboratory work involves dissection of a human cadaver. Enrollment limited to occupational therapy, music therapy, and allied health majors. Hours: lecture 3, laboratory 3. *Prerequisites: Biology 111, permission of instructor*. Fall semester. Prof. Dively.

202 Human Anatomy and Physiology II

4 credits. A continuation of Biology 201. The study of structure and function of the human circulatory, respiratory, excretory, digestive, and reproductive systems. Emphasis on these systems as they relate to homeostasis and disease. Laboratory work involves cat dissection and "hands-on" manipulation of instruments useful to the health profession student. Enrollment limited to occupational therapy, music therapy, and allied health majors. Hours: lecture 3, laboratory 3. Prerequisite: Biology 201. *This course and Psy 222 may not be taken for credit.* Spring semester. Prof. Dively.

205 Human Heredity

4 credits. **(Natural World Core Course)** Basic genetic information will be reviewed to provide the necessary background in order to understand human genetic diseases. Included will be the new biotechnology discoveries and how they will (both positively and negatively) impact our society. Where possible, examples of applications are made. Hours: lecture 3, laboratory 2. Staff.

211 Genetics

4 credits. An integrated and comprehensive review of classical, neo-Mendelian principles of heredity and molecular biology. Laboratory work involves Drospohila crosses and basic techniques employed for molecular investigations. Hours: lecture 3, laboratory 3. *Prerequisites: Biology 111 and 112 or permission of instructor*. Fall semester. Prof. Coren.

212 Cell Biology

3 credits. An integrated approach to the study of the cell from a molecular perspective. Morphological and physiological study of cells, cell mechanisms, and cell organelles are explained through understanding of the interaction of biological molecules. Laboratory work involves qualitative and quantitative investigations of cellular and molecular construction of enzymatic pathways through various extraction and analysis techniques. Hours: lecture 3, laboratory 3. *Prerequisite: Biology 211 or permission of the instructor.* Spring semester. Prof. Cavender.

212L Cell Biology Laboratory

1 credit. Required for the Biotechnology major. The laboratory exercises demonstrate many of the important cell biology principles covered in the lecture course. *Prerequiste: Biology 211 or permission of the instructor.* Spring semester. Prof. Cavender.

222 Immunology

3 credits. A basic course encompassing immunity, serology, immunochemistry and immunobiology. Considered are antigenic specificity. Humoral and cellular effector mechanisms, hypersensitivities, immunogenetics, tolerance and enhancement, tissue and tumor immunity, as well as recent methodological advances. *Prerequisite: Biology 112 or permission of instructor.* Spring semester. Prof. Polanowski.

235 General Microbiology

4 credits. A study of the morphological, physiological, and ecological characteristics of bacteria, as well as disease transmission and principles of control. A laboratory gives practice in the isolation and identification of bacteria. Hours: lecture 2, laboratory 5. *Prerequisites: Biology 112 and Chemistry 105 or 114, or permission of instructor.* Fall semester. Prof. Leonardo.

310 Molecular Biology

3 credits. An upper level course stressing study of current developments in molecular biology. Particular emphasis will be placed upon the theory of investigative molecular techniques. Hours 3. *Prerequisite: Biology 111.* Fall semester. Prof. Polanowski.

311 Biological Instrumentation and Research Methodology I: Cellular

Emphasis

4 credits. A practical and theoretical examination of current techniques employed to study cellular biology. Students will develop proficiencies in experimental design, data collection, data analysis, and critical review of current literature. Emphasis will be placed on mammalian and plant tissue culture techniques, immunohistochemistry, ELISA, polyacrylamide and capillary electrophoresis, western analysis, and cellular apoptosis assessed by electron microscopy. *Prerequisites: 15 credit hours of biology including Biology 212 and 8 credit hours of chemistry.* Prof. Cavender.

312 Biological Instrumentation and Research Methodology II: Genetic Engineering Emphasis

4 credits. An in-depth, hands-on experience with the modern techniques of genetic engineering and molecular biology. Students will become proficient in the techniques of cloning, agarose gel electrophoresis, PCR, and DNA sequencing. Grant writing skills will be developed and the ethical implications of scientific research will be explored. *Prerequisite: 15 credit hours of biology including Biology 212, and 310 and 8 credit hours of chemistry.* Prof. Cavender.

313 General Ecology

3 credits. The relationships between plants, animals, and their environment are investigated with regard to energy flow, mineral cycling, physical and chemical parameters, population changes, and community structure. *Prerequisite: 16 hours of biology or permission of instructor.* Fall semester. Prof. Laughlin.

313L General Ecology Laboratory

1 credit. Use of techniques and instrumentation for aquatic and terrestrial field studies, experimentation in such areas as population growth, competition, productivity, and mineral cycling. *Prerequisite or corequisite: Biology 313.* Fall semester. Prof. Laughlin.

317 Aquatic Ecology

4 credits. The study of physical, chemical, and biological relationships in aquatic ecosystems as they relate to the survival and growth of organisms. The course will include laboratory and field experimentation using local aquatic ecosystems. *Prerequisites: 15 credit hours of biology. 8 credit hours of chemistry.* Fall semester. Prof. Murray.

318 Marine Biology

3 credits. A study of the chemical and physical characteristics of marine ecosystems and the functional adaptations of marine organisms to those systems. Representative marine communities including rocky intertidal and coral reefs are examined in detail. The impacts of humans on marine environments are also discussed. *Prerequisites: 8 credit hours of Biology, 4 credit hours of Chemistry.* Spring semester. Prof. Murray.

321 Plant Physiology

4 credits. A study of plant growth and development, including a discussion of photosynthesis, mineral nutrition, carbon and nitrogen metabolism, water relations, and plant hormones. Hours: lecture 3, laboratory 4. *Prerequisites: Biology 112, and Chemistry 105 or 114; or permission of instructor.* Spring semester, alternate years. Prof. Laughlin.

324 General Physiology

3 credits. A functional study of vertebrate organs and organ systems. Attention focused on similarities and specialization in relation to function, with emphasis on functional adaptations to the environment. *Prerequisite: Biology 112 or permission of instructor.* Spring semester. Prof. Dively.

324L General Physiology Laboratory

1 credit. An investigation of selected physiological mechanisms, employing spectrophotometers, datagraphs, spirometers, oscilloscopes, electrocardiographs, electrophoresis and animal surgical techniques. *Prerequisite or corequisite: Biology 324.* Spring semester. Prof. Dively.

331 Comparative Plant Morphology

4 credits. A comparative study of the plant kingdom with emphasis upon the various levels of organization, structure and the development and relationships of the major plant groups. Hours: lecture 3. laboratory 4. *Prerequisite: Biology 112.* Fall semester. Prof. Polanowski.

332 Taxonomy of Vascular Plants

4 credits. Examination of family characteristics useful in plant identification, using live material and transparencies. Taxonomic principles and distribution of plants discussed. Plant collection and some Saturday trips required. Hours: lecture 3, laboratory 4. *Prerequisite: Biology 112.* Spring semester. Prof. Laughlin.

335 Microbial Ecology and Diversity

4 credits. An intensive look at the physiology of microorganisms, and how microbial metabolism plays a role in the cycling of nutrients in nature. Students will be exposed to the techniques commonly used to study microorganisms in their natural environment. The concepts of using microorganisms for bioremediation will also be discussed. Hours: lecture 3, laboratory 3. *Prerequisite: Biology 235 or permission of the intructor.* Every other spring semester,. Prof. Leonardo.

336 Pathogenic Microbiology

4 credits. An intensive study of the disease-causing microorganisms of humans. The pathogenesis of and how the body defends itself against bacteria and viruses will also be examined. The concepts of the human immune system and its role in disease prevention and recovery will be discussed. The laboratory will expose students to the techniques commonly used to study microorganisms in a clinical setting. Hours: lecture 3, laboratory 2. *Prerequisite: Biology 235 or permission of the instructor.* Every other spring semester. Prof. Leonardo.

341 Comparative Anatomy

4 credits. A comparative and embryological study of morphology of selected representatives from the phylum chordata. Laboratory work involves dissection and demonstration of organisms from major chordate groups. Hours: lecture 2, laboratory 4. *Prerequisite: Biology 112.* Fall semester. Prof. Dively.

343 Histology and Biomedical Technique

4 credits. A basic microscopic study of vertebrate tissues. The laboratory includes biomedical techniques of paraffin sectioning, staining, and slide preparation. Hours: lecture 2, laboratory 4. *Prerequisite: Biology 112.* Spring semester. Staff.

347 Invertebrate Zoology

4 credits. A study of the evolution of invertebrate animals from simple to complex forms, structural and functional similarities and differences, and the evolutionary trends necessary for

an understanding of basic adaptive features. Hours: lecture 2, laboratory 4. *Prerequisite: Biology 112 or permission of the instructor.* Fall semester. Prof. Bridge.

350 Environmental Issues Seminar

1 credit. A multidisciplinary approach to current issues in environmental science. Topics of discussion will include water and air quality, domestic and hazardous waste disposal, global environmental issues, environmental economics, and sustainable resource use. Students will be required to write a position paper on an issue of their choice. *Prerequisite: at least junior standing.* Spring semester. Prof. Murray.

352 Developmental Biology

3 credits. A study of how differential gene expression, physical properties of cells, and signaling between cells contribute to development from a fertilized egg into a complex adult animal. Changes in development underlying evolutionary changes in animal form will be discussed, as will effects of pollutants and other environmental factors on development. May be taken with or without developmental biology lab. *Prerequisite: Biology 211.* Spring semester. Prof. Bridge.

352L Developmental Biology Laboratory

1 credit. Techniques such as grafting tissue and staining with vital dyes and antibodies will be used. Experiments will address questions about cell-cell signaling, differentiation, evolution of gene families, regeneration, and effects of UV radiation and pesticides on early vertebrate development. *Prerequisite: Biology 352 (lecture course) must be taken before or simultaneously with 352L.* Spring semester. Prof. Bridge.

354 Molecular Evolution

3 credits. A course covering the basic principles of evolutionary biology, together with their application to explain organismal properties at all levels, from DNA to behavior. The emphasis of the course in on DNA and protein evolution. Prerequisite: Biology 211. Spring semester, every other year. Prof. Bridge.

354L Molecular Evolution Laboratory

1 credit. Experience with a variety of techniques important in the study of evolution at the molecular level, including extraction of DNA and RNA from diverse tissue types, PCR, cloning, and use of sequence databases and DNA analysis programs to identify cloned sequence. *Prerequisite: Biology 211.* Spring semester, every other year. Prof. Bridge.

362 Ecotoxicology

4 credits. The study of the fate and transport of toxic compounds in the environment. The toxicity of individual pollutants at the organismal, species, population, and community levels is discussed. Risk assessment and risk management in ecological systems are also discussed. The course will include laboratory experimentation. *Prerequisites: 15 credit hours of biology and 8 credit hours of chemistry.* Spring semester. Prof. Murray.

370-379 Special Topics in Biology

Variable credit. Courses of a specialized nature reflecting the interests of the student and the instructor. Courses offered on a random basis. Staff.

412 Seminar in Biology

1 credit. Students will read and discuss articles in the biological literature dealing with major advances in biology. A paper and oral presentation on a subject related to the discussion is required. Required of biology majors. Hours: Seminar 1. *Prerequisite: senior standing.* Spring semester. Staff.

472 Internship in Environmental Science

3 credits. Work experience in an environmental science-related field including environmental consulting and engineering firms, analytical laboratories, and state agencies. Graded Pass/No Pass. *Prerequisites: At least junior standing, permission of instructor.* Prof. Murray.

474 Internship in the Biological Sciences

3 credits. Work experience in a biological science related field including biotechnology, pharmaceuticals, health care, analytical laboratories, and state agencies. Graded Pass/No Pass. *Prerequisites: At least junior standing, permission of instructor.* Prof. Cavender.

491-492 Research in Biology

3 credits. An original research investigation planned and performed by students in consultation with faculty. A paper is written and major findings are presented orally to faculty and peers. Students must obtain permission of the professor whom they wish to serve as their research mentor before enrolling in the course. Only one course may be used as a Biology elective. Required for honors in biology. Hours: Variable. Graded Pass/No Pass. *Prerequisite: junior standing or permission of instructor.* Fall and Spring semesters. Staff.

Education 305 Practicum in Secondary Education: Science

4 credits. Teaching science in secondary schools. *Prerequisite: Education 230.* Fall, alternate years. Staff.

Elizabethtown Biology Department on the web at: *www.etown.edu/biology*

Biology/Allied Health

See Interdisciplinary Programs, page 173.

Department of Business

Professors: Buffenmyer, Varamini

Associate Professors: Burmeister, Hoppie, Muthaly, Paul, Scott, Trostle

Assistant Professor: Melvin *(Chair)*

Lodge Distinguished Professor of Business: Christ

Instructors: Gehman, Molony

Vision: Provide a scholarly environment for the rigorous exploration of modern business practices.

Mission Statement: Nurture the intellect through the integration of theoretical business concepts and practical decision-making skills.

Objectives: Provide comprehensive academic preparation in commerce by developing essential skills in critical thinking, problem solving, and communication.

Bachelor of Arts, Bachelor of Science

Elizabethtown College, through its Department of Business, is nationally accredited by the Association of Collegiate Business Schools and Programs (ACBSP).

The Department of Business provides comprehensive programs of professional education for students who wish to achieve responsible positions in private and public business organizations. The department's goal is to provide students with an understanding of economic and business systems within the global economy and a multicultural society, and to provide them with a foundation for pursuing a career, graduate study, and continuing self-education in a business area.

The Department of Business has articulation agreements with the College of Business and Economics at Lehigh University, the Sellinger School of Business & Management at Loyola College (MD), the Rutgers University (NJ) Graduate School of Management, and the School of Business Administration at Penn State Harrisburg to facilitate students moving from an Elizabethtown undergraduate degree into graduate programs offering M.B.A. and M.S.I.S. degrees. Students may be considered for early admission at the end of their junior year at Elizabethtown; however, matriculation in the programs is contingent upon successful completion of the bachelor's degree at Elizabethtown. Through careful planning, students may be able to complete both the bachelor's and master's degrees in five years. Further information and details are available from the department chair.

Elizabethtown College faculty are teacher-scholars who bring the best experiential knowledge into the classrooms. Here, business professor Randy Trostle addresses a public forum on the Enron affair.

The Department of Business offers four majors:

Bachelor of Science in Accounting. Preparation for entrance into the profession of accounting (public, private, or governmental) requires a basic business core in addition to a proficiency in accounting. Because of the increased emphasis upon critical thinking, communication, technology, and quantitative techniques by business, students are urged to elect additional courses that strengthen these skills areas.

150-Hour Accounting Program. The American Institute of CPAs (AICPA) and a number of states have enacted legislation requiring individuals who sit for the CPA exam to complete 150 credit hours of course work. The Department of Business has responded to this requirement by negotiating articulation agreements with Lehigh University, Loyola College (MD), Penn State Harrisburg, and Rutgers University (NJ) (see above). For students who wish to satisfy the 150-hour requirement through a fifth year at Elizabethtown College, the Department of Business has a fifth-year diploma program. Under the program, students may elect to attend Elizabethtown for a fifth year after graduating with a B.S. degree. During the fifth year, they may take up to eight courses (or nine if they graduate with 125 credits) to satisfy the educational requirements of their respective states. Courses will be selected from existing courses at the College. Specific course selections will vary depending upon the educational requirements of each state. At the completion of the 150 credit hours of study, students will receive a fifth-year diploma. For additional information contact Prof. Sean Melvin.

Students interested in *international accounting* can choose one of three options: (1) accounting major with a modern language minor; (2) accounting major with an international studies minor; or (3) international business major with an accounting concentration. A choice of option would

not have to be made until the end of the sophomore year. However, students should declare their interest in the international accounting program in their freshman year in order to fulfill the common requirements for all three options: language, international studies, and business courses. Students interested in the international accounting program should refer to the department advising sheets and consult with Prof. Sean Melvin, director of the accounting program.

A major in accounting includes Accounting 107, 205, 206, 301, 303, 305, 306, 405; Business Administration 155, 215, 248, 265, 325, 331, 425, 495; Computer Science 120/MS-DOS, 240, 341; Economics 100, 102; Mathematics 151. No more than 75 credits may be taken in courses offered by the Department of Business.

Bachelor of Science in International Business. Preparation for a career in international business requires an understanding of foreign cultures, language and cross-cultural interaction skills, a broad background in business, an internship, and skills in a functional area of business. A student must choose one of the following concentrations: *accounting, business information systems, finance*, *management*, or *marketing*.

An international business major must complete the requirements for the four components of the program: modern languages, foreign culture and international interaction, business studies, and experiential learning.

Requirements for the modern language component include 211, 212 of a modern language and a minimum rating of Intermediate High/1+ on the ACTFL scale.

Requirements for the foreign culture and internation interaction component include Political Science 245, 341; Economics 100, 307; Business Administration 251, 337; and two other foreign culture and international interaction courses listed on the departmental advising sheet.

Requirements for the business studies component include Accounting 107, 108; Computer Science 120 (students concentrating in Business Information Systems must take CS121 instead of CS120); Economics 102; Mathematics 151; Business Administration 215, 265, 325, 497; an internship and nine credits in one of the concentrations listed below. No more than 75 credit-hours may be taken in courses offered by the Department of Business.

For an *Accounting Concentration*, a student must take Accounting 205, 206, and 307. For a *Business Information Systems Concentration*, a student must take CS121 instead of CS120 under the business studies component; CS205; CS240; and CS209 or CS341. For a *Finance Concentration*, a student must take Business Administration 327, 425, and one other finance course from the departmental advising sheet. A *Management Concentration* requires Business Administration 367, 369, and one other management course from the departmental advising sheet. A *Marketing Concentration* requires Business Administration 317, 319, and one other marketing course from the departmental advising sheet.

In order to meet the requirements of the experiential learning component, a student must have an internship and must also study abroad in a foreign country where the target language is spoken. The study abroad requirement is at least one semester with our Brethen Colleges Abroad program or with another program approved by the Department of Business and the Office of Registration and Records.

Admission to the International Business major is limited to 25 freshmen each year in order to maintain the quality of the program and to provide the necessary assistance for each student. Transfers are permitted from within the College or from other institutions on a space-avavilable basis.

Freshmen International Business majors are selected by the Department of Business faculty. The selection process includes consideration of: (a) motivation and aptitude; (b) preparation for international business study; (c) leadership and communications; and (d) interest in international business.

A prospective student must submit an application with all supporting documentation (including an essay demonstrating interest in international business) to the director of admissions before March 15. Applications received after March 15 will only be considered on a space available basis and will not be eligible for Department of Business scholarships.

Foreign students who are majoring in International Business should consult with the director of the program in their freshman year to discuss their specific course requirements.

Admission to the International Business program does not imply that a student is guaranteed completion of the entire course of study. Generally, a student needs a 3.0 grade point average to qualify for a study abroad program which is a requirement for graduation in this major. For further information, contact Prof. Hossein Varamini, program director.

Bachelor of Science in Business Administration. Preparation to become a business leader requires a broad background in business, a global perspective, a knowledge of the behavioral and social sciences, and the ability to use quantitative techniques in solving problems. The business core, the Core Program, and specific mathematics requirements provide this background. A student will gain further understanding of specific areas of business by concentrating in one or more of six areas: *accounting, computer science/business information systems, economics, finance, management,* or *marketing*. A student may also select a secondary area of concentration in *communications* or *international business.*

Business administration students may also major in forestry and environmental management. Students interested in this major should read the detailed description in the Interdisciplinary section of this catalog.

A *major in business administration* includes Accounting 107, 108; Business Administration 215, 248, 265, 325, 330, 355, 495; Computer Science 120; Economics 100, 102; Mathematics 117 or 121, and 151. A student must also choose one of the concentrations described below; 12 credits beyond those listed above must be taken in the concentration area (nine of those 12 credits must be taken on the Elizabethtown College campus.). A student may also elect a secondary concentration. No more than 75 credits may be taken in courses offered by the Department of Business.

For an *accounting concentration,* a student must take Accounting 205, 206, and two other accounting courses listed on the departmental advising sheet. A *computer science/business information systems concentration* requires Computer Science 121, 205, 209, 240. An *economics concentration* requires Economics 301, 302, and two other economics courses listed on the departmental advising sheet, excluding Economics 203. A *finance concentration* requires

Business Administration 424, 425, and two of the following: Business Administration 327, Economics 303 or 304. The *management concentration* requires Business Administration 369, 499, and two other management courses listed on the departmental advising sheet. A *marketing concentration* requires Business Administration 319, 416, and two other marketing courses listed on the departmental advising sheet.

A *secondary concentration in international business* requires competency in a modern language at the 112 level; Anthropology 111 or Business Administration 251; Political Science 245; Economics 307 or 311 or 312; and two other courses listed on the departmental advising sheet. A *secondary concentration in communications* requires Communications 105, English 185, and three other courses listed on the departmental advising sheet.

Bachelor of Arts in Economics. Preparation for a career in economics requires a broad background in basic economic theory and an in-depth study of the quantitative tools important to the economist. In light of the emphasis on the quantitative approach to economic theory, students are advised to select courses in mathematics and computer science beyond those specifically required in the economics curriculum.

Economics is one of the options in the Citizen Education major through which a student may receive certification to teach in secondary schools. Students with interests in this area should read the detailed descriptions in the Interdisciplinary Programs section of this catalog.

A *major in economics* includes Economics 100, 102, 301, 302, 309, and 15 additional credits in economics; Computer Science 120, Mathematics 121, 151, and 252; nine credits of history; and nine credits of political science and/or sociology. In addition, at least one semester of a modern foreign language at the 112 level or higher is required.

A minor program in Economics is offered. For a minor in economics, a student must complete the following 18 hours of course work: Ec 100, Ec 102, Ec 301, Ec 302, and two additional economics courses (excluding Ec 203). In consultation with the department advisor, the elective courses should be tailored to the student's area of interest.

For a minor in *Business Administration*, a student must complete the following 24 credits of course work: Ac 107, Ec 100, BA 265, BA 330, and four other courses offered in the Department of Business (excluding BA 251 and Ec 203). The elective courses should be selected after consultation with the department advisor.

For either minor to be conferred, a minimum grade point average of 2.0 must be maintained in minor courses.

Students interested in business and technology are advised to read the description of the industrial engineering major offered by the Department of Physics and Engineering.

The Department of Business participates in the College Honors in the Discipline program. For guidelines and details as to requirements, the student should consult the department chair.

Accounting

107 Financial Accounting

3 credits. Basic accounting methodology and the structure and interpretation of financial statements used in external reporting. Profs. Gehman, Molony.

108 Managerial Accounting

3 credits. The use of information gathered from accounting records and other information sources to prepare internal reports and analyses in order to assist management in control and decision-making. *Prerequisite: Accounting 107.* Profs. Gehman, Molony.

205 Intermediate Accounting I

3 credits. A thorough study of various accounting concepts and generally accepted accounting principles; the application of these principles to the various assets and related revenue and expense accounts as presented in the income statement and balance sheet. Emphasis on valuation, classification, disclosure, and cut-off. *Prerequisite: Accounting 107 or permission of the instructor.* Fall semester. Prof. Gehman.

206 Intermediate Accounting II

3 credits. A continuation of 205. The principles of valuation, classification, disclosure, and cut-off applied to the various liability and owners' equity accounts as well as their related revenues and expenses. Topics include the study of various items affecting income determination, the statement of changes in financial position, and ratio analysis. *Prerequisite: Accounting 205.* Spring semester. Prof. Gehman.

301 Introduction to Federal Income Taxes

3 credits. Provisions of the Internal Revenue Code which apply to individual taxpayers and sole proprietors. Students without a business background are encouraged to enroll. Fall semester. Prof. Gehman.

302 Advanced Tax Accounting

3 credits. Further study of the Internal Revenue Code as it relates to partnerships, corporations, trusts and estates, and tax exempt organizations. State taxation of business is also covered. *Prerequisites: Accounting 301, 206 or permission of the instructor.* Spring semester. Staff.

303 Financial Analysis and Reporting

3 credits. Development of students' skills in financial analysis. Students will review financial information to evaluate the financing, investing, and operating activities of an organization. Topics include evaluation of liquidity, forecasting and *pro forma* analysis, capital structure and solvency, return on invested capital, profitability anaylsis, earnings quality, and earnings-based analysis and valuation. The course content will be coordinated with BA425, Problems in

Financial Managment. The course will involve the extensive use of cases, financial databases and the Internet. *Prerequisite AC206*. Fall semester. Prof. Gifford.

305 Cost Accounting

3 credits. The quantitative aspects of managerial cost accounting, including cost-volume-profit analysis, budgeting, standard costs, and the concept of relevant costs. *Prerequisite: Accounting 107, junior standing.* Fall semester. Profs. Molony, Gehman.

306 Strategic Cost Management

3 credits. An application of the strategic-based responsibility accounting model to business operations. Topics include process analysis, activity-based costing and management, quality, productivity and performance measurement and control, tactical decision-making, pricing, cost management in the multinational, and advanced cost-volume profit analysis. *Prerequisite: Accounting 305.* Offered on demand. Prof Molony.

307 International Accounting

3 credits. Designed to provide an opportunity for students to learn about diverse financial reporting practices from around the world. Topics include a review of foreign currency translation and exposure, international transfer pricing and taxation, multinational consolidations, a comparison of financial reporting and disclosure requirements of select countries, international control issues, and international financial statement analysis. *Prerequisites: Accounting 206 or permission of the instructor.* Fall semester. Staff.

308 Accounting for Nonprofit Organizations

3 credits. The principles and uses of fund accounting; topics include the budgeting process, reporting requirements for general and special financial statements, and management's uses for control and decision-making as they relate to the general operating fund, as well as restricted and nonrestricted special funds. *Prerequisite: Accounting 107, junior standing.* Spring semester. Staff.

371-379 Special Problems

3 credits. Topics and problems of current relevance in accounting. Staff.

400 Senior Project

1-3 credits. Students who have been invited and accepted to participate in the Honors in the Discipline Program may register for this course in the semester in which the research or creative project is completed. Completion of this course does not assure recognition for Honors in the Discipline. See department chair for additional information. *Prerequisite: Invitation to Honors in the Discipline Program.*

405 Auditing

3 credits. The legal and ethical responsibilities of an auditor, the methods and procedures used in gathering evidential material, and the auditor's report. *Prerequisite: Accounting 207 or permission of the instructor.* Fall semester. Staff.

406 Advanced Accounting

3 credits. Accounting theory, income statement presentation, consolidations, partnerships, and foreign exchange accounting. *Prerequisite: Accounting 206.* Spring semester. Staff.

409 Contemporary Problems for C.P.A.'s

3 credits. Aspects of public accounting, including the latest standards and problems. *Prerequisites: Accounting 302, 405, 406; or permission of the instructor.* Staff.

471 Internship in Accounting

Variable credit. Work experience in accounting with either a public accounting firm, a business firm, or governmental agency. *Prerequisite: approval of the department chair.* Staff.

474 VITA Internship in Tax Accounting

1 credit. Prepare federal, state, and local income tax returns for low-income and elderly taxpayers under the Volunteer Income Tax Assistance (VITA) Program of the Internal Revenue Service. Graded Pass/No Pass. *Prerequisites: Accounting 301 and permission of instructor.* Spring semester. Staff.

480-489 Independent Study

Variable credit. Independent study and research on a problem or topic in the field of accounting. *Prerequisites: approval of the department chair and Independent Study Committee.* Staff.

Business Administration

155 Managerial Communication

3 credits. A study of the various communications techniques, incorporating the use of technology. Emphasis is on international communication, the analysis, ethics, and organization of materials for effective oral and written presentations. Staff.

215 Principles of Marketing

3 credits. An introduction to the role of marketing in business and society with particular emphasis on terminology and frameworks for decision-making. Profs. Adams, Muthaly, Scott.

248 Quantitative Techniques for Business

3 credits. Statistics, mathematical, and computer-based methods applied to business; including linear programming, decision theory, forecasting, network analysis, decision support, and expert systems. *Prerequisite: Mathematics 151*. Prof. Stone.

251 Cross Cultural Understanding and Interaction

3 credits. **(Foreign Cultures and International Studies Core Course)** An interdisciplinary study of the political, social, and economic environment of foreign cultures. Focuses on understanding the differences between foreign cultures and our own culture and on developing the interaction necessary to function effectively in the global community. Profs. Buffenmyer, Varamini.

265 Principles of Management

3 credits. The process of using and coordinating technical and human resources in planning, organizing, staffing, motivating, and controlling to achieve an organization's objectives. Prof. Burmeister.

311 Principles of Marketing Research

3 credits. Employs scientific research methodology to solve marketing problems. Covers research design, data collection, sampling, and analysis. Stresses writing meaningful reports for managerial use. *Prerequisites: Business Administration 215, Mathematics 151.* Spring semester. Prof. Muthaly.

312 Advertising Management

3 credits. A comprehensive course dealing with the development of an advertising campaign from a marketing management perspective. Subjects include organizational strategy and objectives, advertising budgeting, creative development, and media planning. *Prerequisite: Business Administration 215*. Fall semester. Prof. Muthaly.

313 Retailing and E-tailing

3 credits. A study of retailing institutions, including institutional location, layout, managerial objectives and policies, consumer behavior, pricing and promotional strategies, consumer services, and expected trends. *Prerequisites: Business Administration 215, 265.* Fall semester. Prof. Scott.

314 Sales and Sales Management

3 credits. An introduction to the principles of salesmanship as practiced in the modern business organization, and an examination of the role of the sales manager in organizing and directing a sales force. Topics covered include: the relationship-selling process, developing and making a sales presentation, and principles of sales management (including recruiting, territory allocation, client contact management, and compensation.) Prof. Scott.

315 Internet Marketing

3 credits. A development of understanding the complexity of marketing goods and services over the Internet. Coverage includes developing strategic business models for e-commerce, planning and implemetnation of an Internet-focused organization. *Prerequisite: Business Administration 215*. Prof. Muthaly.

317 International Marketing

3 credits. Focus on understanding how the practice of marketing is affected by the internationalization of enterprises. Subjects include the globalization of markets and development of a marketing strategy which can transcend national boundaries. *Prerequisite: Business Administration 215.* Spring semester. Prof. Muthaly.

319 Consumer Behavior

3 credits. A course designed to develop understanding of the explanations, based on behavioral sciences, for consumer purchasing activities. Subjects include the consumer's role in society, group influences on consumers, and the nature of individual consumers, and the nature of individual consumers as determinants of buying behavior. *Prerequisite: Psychology 105.* Fall semester. Profs. Muthaly, Scott.

325 Business Finance

3 credits. Analyzes the management of funds of a business, including long- and short-term sources of funds, ratio analysis, capital budgeting, the cost of capital, capital structure, and the dividend decision. *Prerequisite: Accounting 108.* Profs. Trostle, Varamini.

327 International Financial Management

3 credits. The international finance environment in which economic policy and business decisions are made. An introduction to international finance, including the spot and forward exchange markets, the Eurocurrency market, international capital markets, international capital movement, and foreign exchange risk management. *Prerequisite: Business Administration 325*. Prof. Varamini.

330 Legal Environment of Business

3 credits. The study of the legal, ethical and global environment as it pertains to the corporate sector and our national history and philosophy. Prof. Melvin.

331 Business Law I

3 credits. Legal principles applicable to business, with emphasis on contract law. Includes the growth of law as an institution. Fall semester. Prof. Melvin.

332 Business Law II

3 credits. The study of legal principles applicable to business with emphasis on partnership, corporation, and property law. Spring semester. Prof. Melvin.

333 Legal Problems in Business

3 credits. An examination of statutes, problems, and issues in selected areas of the law appropriate to business. *Prerequisite: permission of the instructor*. Offered on demand. Prof. Melvin.

337 International Legal Environment

3 credits. An introduction to important laws, issues, and policies pertinent to the international environment of business. Examination of legal principles and regulations at the national and international level. Prof. Melvin.

357 Exporting, Importing, and International Logistics

3 credits. A focus on the management of the flow of goods and services across national borders to enhance the competitiveness of small and medium size firms. Topics include market research, agent selection, export financing, government regulations, transportation, insurance, and documentation. *Prerequisites: Business Administration 215 and 265, or permission of the instructor*. Prof. Cruse.

367 International Management

3 credits. Studies the process of utilizing and coordinating human and technical resources in business which cross over national boundaries and the impact of cultural, economical and political forces on managerial practices in international organizations. *Prerequisite: Business Administration 265.* Fall semester. Profs. Buffenmyer, Varamini.

369 Organizational Behavior

3 credits. The interaction of the individual, group, and enterprise in the work environment, with special attention to the basic motivational, organizational, and leadership theories and their application. *Prerequisites: Psychology 105, Business Administration 265.* Fall semester. Prof. Burmeister.

371-379 Special Topics

3 credits. Topics and problems of current relevance in business.

400 Senior Project

1-3 credits. Students who have been invited and accepted to participate in the Honors in the Discipline Program may register for this course in the semester in which the research or creative project is completed. Completion of this course does not assure recognition for Honors in the

Discipline. See department chair for additional information. *Prerequisite: Invitation to Honors in the Discipline Program.*

414 Organizational Marketing

3 credits. An examination of the marketing of goods and services between businesses, institutions, and government with special emphasis on organizational buying, behavior, relationship management, and promotional tools necessary to reach organizational customers. *Prerequisite: Business Administration 215.* Prof. Herr.

416 Marketing Management

3 credits. Integrating marketing theories and concepts for strategic planning and implementation. Case method emphasized. *Prerequisites: Business Administration 215, 319, and two other courses required for marketing concentration.* Spring semester. Prof. Scott.

424 Investments

3 credits. Emphasis on various classes of investments available to the investor, sources and uses of investment information, and security and market evaluation. *Prerequisite: Business Administration 325.* Fall semester. Prof. Trostle.

425 Problems in Financial Management

3 credits. An advanced course in corporation finance in which major topic areas such as capital budgeting, working capital management, leasing, mergers, and financing are examined in depth. Cases, readings, and more complex problems are used to illustrate the concepts covered. *Prerequisite: Business Administration 325.* Spring semester. Prof. Trostle.

466 Operations Management

3 credits. A critical study of the decision-making techniques used in operations management, emphasizing the practical application of scientific methods and management principles to production activities. Topics include: resource allocation, production cycles, job design, facility layout, production planning, quality improvements, and process control. Offered on demand. Staff.

467 Human Resource Management

3 credits. Analysis of the principles, concepts and practices of procurement, development, maintenance, and utilization of personnel in organizations. *Prerequisite: Business Administration 265.* Spring semester. Prof. Burmeister.

468 Industrial and Labor Relations

3 credits. Analysis of employment relationships, union philosophy, structure and function; collective bargaining, and the interrelated interests of management, union, workers, and the community. *Prerequisite: Business Administration 369 or permission of the instructor.* Fall semester. Prof. Burmeister.

470 Internship in Business

0 credit. Development of a better understanding of the workplace environment and ability to apply what the student has learned in the classroom to the internship experience. *Prerequisite: Minimum of 135 hours of internship, Business or International Business major, or permission of the instructor.* Prof. Varamini.

471 Business Internship Report

1 credit. A course that assists students in the learning process of reflection, analysis and integration of experiences and insights gained through internships with the academic theory, principles, and concepts learned in the subject area. *Prerequisite: Minimum of 135 hours of internship, Business or International Business major, or permission of the instructor*. Prof. Varamini.

473 Business Internship Seminar

3 credits. A forum for students sharing in discussion of ideas, problems, and issues in their internships. The course allows students to reflect, analyze, and integrate their internship experiences and relate them to their academic courses. The course also helps students improve their research skills. *Prerequisite: Minimum of 135 hours of internship, Business or International Business major, or permission of the instructor.* Prof. Varamini.

480-489 Independent Study

Variable credit. Independent study and research on a problem or topic in the field of business. *Prerequisites: approval of the department chair and the Independent Study Committee.*

495 Corporate Strategy

3 credits. A capstone course for the business major integrating concepts, principles, and practices from prior courses. Provides a comprehensive study of the interrelationships between management theory, problem analysis, and strategy formation for the contemporary enterprise. *Prerequisite: senior status*. Prof. Burmeister.

497 International Business Seminar

3 credits. A capstone course for the international business major, integrating concepts, principles, and practices from prior courses. Students are required to participate in group decision making and presentations as well as case analyses. They also prepare a major written comprehensive paper. *Prerequisite: senior status in international business major or permission of instructor. (Students who have successfully completed Business Administration 495 may not take this course for credit.)* Spring semester. Prof. Varamini.

498 Seminar in Marketing

3 credits. Synthesizes the literature in consumer behavior, quantitative methods in marketing, and policy issues. *Prerequisites: Business Administration 215.* Spring semester. Staff.

499 Seminar in Management

3 credits. Advanced study focusing on current management concepts and contemporary problems in the business enterprise. Various topics are selected in the area of the students' interests. *Prerequisites: Business Administration 248, 265, 369, and two other courses required for the management concentration, or permission of the instructor.* Spring semester. Prof. Burmeister.

Economics

100 Global Economics: Principles and Issues

3 credits. **(Social World Core Course)** Global economics is a principles of macroeconomics course designed to introduce students to the essential concepts of basic economics but with a strong emphasis on the global environment. Traditional topics of economic analysis, economic policy, and evaluation will be covered. In addition, each particular issue will be supplemented with an international trade or global economic example in order to help students appreciate the international dimension of the subject of economics. Profs. Buffenmyer, Hoppie, Paul, Trostle.

102 Principles of Microeconomics

3 credits. Topics include elasticity, consumer behavior, production costs, market structures (competition, oligopoly, monopoly), and resource pricing. Profs. Hoppie, Paul.

203 The Great Economic Mystery Series

3 credits. **(Social World Core Course)** Through a series of four mystery novels, the authors weave important lessons of economics into an entertaining story of intrigue and deception. This combination of ingenious story line and important issues of macroeconomics and public affairs should provide a truly different experience for all students. Prof. Paul.

301 Intermediate Microeconomic Theory

3 credits. An in-depth study of corporate decision-making and resource allocation within the economic environment of free enterprise. *Prerequisites: Economics 100, 102; Mathematics 117 or 121.* Fall semester, even-numbered years. Profs. Hoppie, Paul, Trostle.

302 Intermediate Macroeconomic Theory

3 credits. Development of macroeconomic theories of output, employment, inflation and growth, monetary and fiscal policies, and analysis. *Prerequisites: Economics 100, 102; Mathematics 117 or 121.* Spring semester, odd-numbered years. Profs. Hoppie, Paul.

303 Money and Banking

3 credits. A study of the United States money and banking systems, including commercial banking, the Federal Reserve System, monetary theory and policy, interest rates, money markets. *Prerequisite: Economics 100 or permission of the instructor.* Spring semester. Prof. Paul.

304 Public Finance

3 credits. An application of microeconomic theory to the problems of federal, state, and local taxation, expenditures and debt management. *Prerequisite: Economics 102.* Spring semester. Prof. Trostle.

306 Development of Economic Thought

3 credits. The historical and philosophical evolution of economic ideas and schools of thought from Smith, Ricardo, and Marx to Marshall and Keynes. Offered on demand. Profs. Hoppie, Paul.

307 International Economics

3 credits. The basic concepts of international trade, international payments, and commercial policy, combining economic theory, policy, and practice. *Prerequisite: Economics 100.* Profs. Hoppie, Paul.

308 Comparative Economic Systems

3 credits. Examination, criticism, and appraisal of alternative economic systems: capitalism, socialism, communism, and mixed economic system. *Prerequisite: Economics 100.* Offered on demand. Prof. Paul.

309 Introduction to Mathematical Economics

3 credits. An application of algebra and elementary calculus to further elaborate economic concepts and problems. *Prerequisites: Economics 100, 102; Mathematics 117 or 121*. Offered on demand. Prof. Paul.

311 Economic Development

3 credits. Examination and substantive analysis of the issues, problems, policies, and theoretical underpinnings of economic development in Third World countries, including newly industrialized countries. The central thesis is growth, modernization and change with particular emphasis on area and country studies. Offered on demand. Prof. Hoppie.

312 International Political Economy

3 credits. Topical or area studies with international dimensions or implications. Examination and analysis of the politico-economic and institutional factors/apparatus that shape economic interrelationships and the nexus between these and development strategies. Offered on demand. Prof. Hoppie.

371-379 Special Topics

3 credits. Topics and problems of current relevance in economics.

400 Senior Project

1-3 credits. Students who have been invited and accepted to participate in the Honors in the Discipline Program may register for this course in the semester in which the research or creative project is completed. Completion of this course does not assure recognition for Honors in the Discipline. See Department Chair for additional information. *Prerequisite: Invitation to Honors in the Discipline Program.*

480-489 Independent Study

Variable credit. Independent study and research on a problem or topic in the field of economics. *Prerequisites: approval of the department chair and the Independent Study Committee.*

Health Care

322 Health Laws, Issues, and Public Policies

3 credits. An examination of important laws, issues, and public policies pertinent to health care, with attention to regulatory authority, liability, and social policy. *Prerequisite: permission of the instructor.* Offered on demand. Prof. Melvin.

More information on the Elizabethtown College's Department of Business is on the web at: *www.etown.edu/business*

Department of Chemistry and Biochemistry

Professors: Ranck, Schaeffer

Associate Professors: Hagan, Hoffman, Reeder *(Chair, Director of Clinical Laboratory Sciences)*

Assistant Professor: Bellefeuille

Bachelor of Science

Chemistry courses contribute to both the liberal arts component and the professional component of the balanced studies that Elizabethtown seeks to foster. Students may choose chemistry as a major area of study leading to a career that requires a detailed knowledge of chemistry, as a coherent minor area of study, as an elective course or courses, or as a part of their Core Program requirements.

Students majoring in chemistry typically go on to graduate studies in chemistry or biochemistry, to the study of medicine, to hospital or industrial laboratories, to secondary education, or to business positions in the chemical industry.

Professional Accreditation: The Department of Chemistry and Biochemistry is on the approved list of the American Chemical Society, Committee on Professional Training. The affiliation of Elizabethtown with five accredited hospitals is recorded with the National Accrediting Agency for Clinical Laboratory Sciences.

The Department of Chemistry and Biochemistry offers two majors: one in biochemistry and one in chemistry with a choice of concentrations. Minors are available in chemistry and biochemistry.

The *Biochemistry major* prepares students for medical school or other health professions schools, graduate study in biochemistry and related fields, or employment that requires baccalaureate education. Premedical and other health professions programs, including the Primary Care Pre-Admissions Program of the Pennsylvania State University College of Medicine, are discussed on page 172.

The *biochemistry curriculum* requires Chemistry 113, 114, 213, 214, 242, 323, 324, 326, 327, 343, 353, 361-2, 461-2, and four credits from among 491, 492, or 496; Biology 111, 112, 324, 324L; six additional credits of biology and 3 credits of biology or chemistry; Mathematics 122; and Physics 201.

The *Chemistry major* offers five concentrations: the *American Chemical Society approved professional chemistry curriculum*, the *clinical laboratory sciences curriculum*, the *secondary education certification, chemistry management, and chemical physics curricula*.

The American Chemical Society concentration prepares the student for graduate school or for a career in industrial or government laboratories. The A.C.S. approved curriculum requires Chemistry 113, 114, 213, 214, 242, 323, 324, 326, 343, 344, 352, 353, 361-2, 402, 421, 461-2, and four credits from among 491, 492, or 496; Mathematics 222; and Physics 201.

The secondary education curriculum prepares students for high school teaching. The *secondary education curriculum* requires Chemistry 113, 114, 213, 214, 242, 323, 343, 326 or 353, 361-2, and one additional chemistry course; Biology 111, 112; Mathematics 222; Physics 201; and Education 105, 150, 215, 265, 275, 295, 305, 380, 470, and 490. The department also participates in the general science certification program. For a detailed listing, see page 182.

The *chemistry management option* is preparation for sales or management positions in chemical and related industries, and chemical physics is a foundation for work at the interface between chemistry and physics. The *chemistry management curriculum* requires Chemistry 113, 114, 213, 214, 242, 323, 343, 326 or 353, 361-2, 461-2, and one additional chemistry course; Mathematics 222; Physics 201; Accounting 107; Business Administration 215, 265, 325, 332, 369, 466; and Economics 100, 102.

There are two options within the *clinical laboratory sciences curriculum* offered in cooperation with hospital programs accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). Most students choose the option requiring three years (96 credits) at Elizabethtown College and a 12-month period of study at an approved hospital. The degree is usually awarded in August upon the recommendation of the pathologist or program supervisor of the hospital and the clinical laboratory sciences director of Elizabethtown College. Elizabethtown College is affiliated with Polyclinic Medical Center (Harrisburg), Monmouth Medical Center (Long Branch, N. J.), York Hospital, Lancaster General Hospital and Abington Hospital. The second option requires four years of study at Elizabethtown College followed by a clinical year of experience. The clinical year is not required for a degree from Elizabethtown College when this second option is chosen.

Upon completion of all degree requirements, a student is eligible to sit for national registry examinations. Registry results cannot be released until the degree is granted. It is the student's responsibility to keep the Office of Registration and Records informed of all personal data changes and the expected date of graduation. A diploma application card should be filed with the Office of Registration and Records in January of the year of the clinical study.

The *chemical physics curriculum* requires Chemistry 113, 114, 213, 214, 242, 343, 344, 352, 353, 361-2, 461-2, and at least four credits from 491, 492, or 496; Mathematics 222; and Physics 202. Also, a minimum of three courses from the following: Chemistry 402, 421, two credits from 491, 492, or 496; Mathematics 362; or any 300-400 level physics courses.

Minors in chemistry and biochemistry prepare students to apply chemical concepts and practices in their major discipline.

Additional options may be tailored to the student's needs in consultation with the student's advisor and the department chair. Students planning much work in chemistry should consult with a departmental advisor as early as possible to plan the sequence of courses in chemistry, mathematics, physics, and biology that will be to their greatest advantage. Many upper-level chemistry courses have calculus and physics courses as prerequisites. The sequence in secondary education also requires early planning to ensure proper spacing of education courses.

The *clinical laboratory sciences curriculum* requires Chemistry 113, 114, 213, 214, 323, 324, 326, 327, 361-2; Biology 111, 112, 222, and 235, and electives to total a minimum of 16 credits; Computer Science 120 or Ch 353; Mathematics 112 or 121, 151; and Physics 200. For students attending Elizabethtown for three years, these required courses plus Core Program and electives must total 96 credits. The clinical year includes a minimum of 29 additional credits. For those attending Elizabethtown for four years, additional requirements are Chemistry 242, 461-2, and four credits from among 491, 492, or 496; Mathematics 122; Physics 201; and two additional courses in biology or chemistry.

A *Chemistry minor* requires Chemistry 113, 114, 213, 214, and a minimum of four additional credits of advanced chemistry as approved by the department faculty.

A *Biochemistry minor* requires Chemistry 113, 114, 213, 214, and a minimum of four additional credits of biochemistry.

The Department of Chemistry and Biochemistry participates in the College Honors in the Discipline program. For guidelines and details as to requirements, the student should consult the department chair.

Over 600 Elizabethtown College students take part in the "Into the Streets" service-learning project each October. Here a group of College students teach "fun with science" to kids at the Elizabethtown Area Middle School.

101 General Chemistry: Practical Principles

4 credits. **(Natural World Core Course)** An introduction to the study of the material world from a phenomenological, measurable, and observable viewpoint. Topics include elements and compounds, weight relationships, states of matter, solutions, descriptive reactivity, reaction energetics, solution equilibria, and organic and biochemical structure and nomenclature. Hours: lecture 3, laboratory 3. *Prerequisite: high school algebra.* Fall, spring semesters. Prof. Schaeffer.

105 General Chemistry: Introduction to Molecular Science

4 credits. **(Natural World Core Course)** An introduction to the principles of chemistry as a foundation for major studies in the sciences. Topics include atomic composition and electronic structure, bonding and molecular structure, physical properties, intermolecular forces, weight relationships, states of matter, solutions, and solution equilibria. Hours: lecture 3, laboratory 3. *Prerequisites: high school chemistry and algebra.* Spring semester. Prof. Schaeffer.

107 Chemistry of Life: The Biochemistry of Working Out

3 credits. **(Natural World Core Course)** Introductory biochemistry course designed for the non-science major. The course introduces the student to the basic biochemistry of how our bodies convert food to usable energy. A unifying theme will focus on the principles behind an aerobic workout as well as the biochemical basis of building muscle mass. Nutritional aspects of physical conditioning will also be addressed. *Prerequisite: high school chemistry.* Fall semester. Prof. Hagan.

113 Organic Chemistry I

4 credits. **(Natural World Core Course)** The first course for those students who plan to take more than one year of chemistry. Topics include formulas, stoichiometry, bonding, geometry, equilibrium, reactivity, kinetics, and instrumentation applied to carbon compounds. The importance of organic compounds across disciplines and in everyday life will be emphasized. Hours: lecture 3, laboratory 3. Fall semester. Prof. Bellefeuille.

114 Organic Chemistry II

4 credits. A continuation of Chemistry 113, emphasizing synthesis and reaction mechanisms. Hours: lecture 3, laboratory 3. *Prerequisite: Chemistry 113.* Spring semester. Prof. Bellefeuille.

116 Selected Topics in Organic Chemistry

1 credit. Selected exercises for students desiring additional experience in organic chemistry laboratory. Hours: laboratory 3. *Prerequisite or corequisite: Chemistry 114; permission of instructor.* Spring semester. Staff.

157L The Biochemistry Laboratory

1 credit. **(Natural World Core Course)** A laboratory course designed for non-science majors. Basic methodology in the biochemistry laboratory is explored with an emphasis on the practical applications of this type or experimentation. Students learn to isolate and measure various substances that have an impact on the body (e.g., caffeine) and gain first-hand experience at using modern day instrumentation to analyze a particular biochemical process. A few sessions of the lab are conducted in the "Body Shop" to illustrate the correlation between sports physiology theory and well-being. Hours: laboratory 3. Prof. Hagan.

213 Analytical Chemistry I

4 credits. Foundations of quantitative analysis. Measurements and error analysis, solubility and acid-base equilibria, complex formation, and oxidation-reduction are discussed. Laboratory emphasizes classical inorganic gravimetric and volumetric methods. Hours: lecture 2, laboratory 6. *Prerequisite: Chemistry 114 or equivalent.* Fall semester. Prof. Reeder.

214 Analytical Chemistry II

4 credits. Instrumental methods of analysis. Electrochemical, spectrophotometric, and chromatographic methods are discussed. Laboratory introduces a variety of analytical instruments and associated methods including computer-based data analysis. Hours: lecture 2, laboratory 6. *Prerequisite: Chemistry 213 or equivalent.* Spring semester. Prof. Reeder.

242 Physical Inorganic Chemistry

4 credits. Thermodynamic stability and bonding in ionic and covalent inorganic substances. Inorganic reactivity in acid-base and oxidation-reduction systems. Some descriptive chemistry of main group and transition metal elements. Laboratory is designed to acquaint students with synthetic methods in organic and inorganic chemistry as well as purification and identification. Hours: lecture 3; laboratory 3. *Prerequisite: Chemistry 114* Spring semester. Prof. Schaeffer.

323 Biochemistry I

3 credits. The chemistry of living matter, treating the structures, metabolism, and functions of proteins, lipids, carbohydrates, and nucleic acids. *Prerequisites: Chemistry 213 and Biology 112 or equivalent.* Fall semester. Prof. Hagan.

324 Biochemistry II

3 credits. A continuation of Chemistry 323. *Prerequisite: Chemistry 323.* Spring semester. Prof. Hagan.

326 Techniques of Biochemistry I

1 credit. Techniques used in experimental investigations in biochemistry. Hours: laboratory 4. *Corequisite: Chemistry 323.* Fall semester. Prof. Hagan.

327 Techniques of Biochemistry II

1 credit. A continuation of Chemistry 326. Hours: Laboratory 4. *Prerequisite: Chemistry 326; corequisite: Chemistry 324.* Spring semester. Prof. Hagan.

343 Atomic Structure *(Physics 221)*

3 credits. Twentieth-century developments in the structure of the atom. Topics include X-rays, radioactivity, atomic spectra, blackbody radiation, introduction to quantum theory emphasizing the extranuclear structure of the atom, elementary particles, nuclear structure, and transformations. This course is the same as Physics 221. *Prerequisite: Physics 201, Mathematics 122.* Fall semester. Prof. Hoffman.

344 Molecular Structure and Mechanics

3 credits. An extension of quantum theory to molecules and condensed states of matter. Includes principles of optical and magnetic resonance spectroscopy for molecular structure determination and statistical mechanics as a basis for chemical equilibrium and reactivity. *Prerequisite: Chemistry 343.* Spring semester. Prof. Hoffman.

352 Advanced Chemistry Laboratory II

3 credits. Problems and experiments in the determination of molecular structure. Hours: lecture 1, laboratory 7. *Corequisite: Chemistry 344.* Spring semester. Prof. Hoffman.

***353 Advanced Chemistry Laboratory I** (Physics 353)*

4 credits. Experimentation, data acquisition, data analysis, and technical presentations appropriate for the physical and chemical sciences. Emphasis on statistics of physical/chemical experimental data and computer methods of analysis, including electronic laboratory notebooks and computer networks. Hours: lecture 2, laboratory 6. *Prerequisites: Mathematics 112 or 121, and Physics 201.* Fall semester. Prof. Hoffman.

361, 362 Chemistry Seminar I, II

1 credit. A two-semester sequence in which a student must present a minimum of one seminar and regularly attend those presented by other students. The student must enroll in both courses to receive credit which is given upon completion of 362. Hours: seminar 1 (Fall), seminar 1 (Spring). Prof. Schaeffer.

371-379 Special Topics in Chemistry

Variable credit. Study of an advanced topic, experimental or theoretical, of interest to the student. *Prerequisites: permission of instructor and department chair.* Staff.

402 Advanced Inorganic Chemistry

3 credits. A study of the elements and their compounds based upon atomic and molecular structure. *Prerequisite: Chemistry 344.* Fall semester. Prof. Schaeffer.

421 Advanced Organic Chemistry

3 credits. A study of organic reactions based on experimental and advanced theoretical studies. *Prerequisite: Chemistry 344.* Spring semester. Prof. Bellefeuille.

461, 462 Chemistry Seminar III, IV

1 credit. A two-semester sequence in which a student must present a minimum of one seminar and regularly attend those presented by other students. The student must enroll in both courses to receive credit which is given upon completion of 462. Hours: seminar 1 (Fall); seminar 1 (Spring). Prof. Schaeffer.

460-469 Clinical Courses in Clinical Laboratory Sciences

29 credits (minimum). Instruction during the clinical year includes the following courses.

Clinical Microbiology — Identification and clinical pathology of bacteria, fungi, viruses, and parasites. Techniques to isolate, stain, culture, and determine antimicrobial susceptibility. Instrumentation and quality control.

Clinical Chemistry — Enzymology, endocrinology, biochemistry of lipids, carbohydrates and proteins, metabolism of nitrogenous end products, physiology and metabolism of fluids and electrolytes, and toxicology as related to the body and diseases. The technical procedures include

colorimetry, spectrophotometry, electrophoresis, chromatography, automation and quality control.

Clinical Hematology/Coagulation — The composition and function of blood, diseases related to blood disorders, and the role of platelets and coagulation. Manual and automated techniques of diagnostic tests for abnormalities.

Clinical Immunohematology — Blood antigens, antibodies, crossmatching, hemolytic diseases, and related diagnostic tests. An in-depth study of blood donor service and its many facets such as transfusions, medico-legal aspects, etc.

Clinical Immunology/Serology — Immune response, immunoglobulins, autoimmunity and complement, and related tests and diseases. Survey and demonstration of serological diagnostic tests.

Clinical Seminar — Other courses which are not included in the above (such as orientation, laboratory management, education, clinical microscopy) and/or are unique to the individual hospital program.

Prerequisite: admission to the medical technology school of the cooperating hospital.

491-492 Research in Chemistry

Variable credit. An original experiment or theoretical investigation under the close supervision of a faculty member. Experimental design and a written report are required. *Prerequisite: permission of instructor.* Staff.

496 Independent Problems in Chemistry

Variable credit. An independent experimental or theoretical investigation under the close supervision of a faculty member. Experimental design and a written report are required. *Prerequisite: permission of instructor.* Staff.

Education 305 Practicum in Secondary Education: Science

4 credits. Teaching science in secondary schools. *Prerequisite: Education 230*. Elizabethtown Department of Chemistry and Biochemistry on the web at: *chem.etown.edu.*

Citizenship Education Certification

(Formerly Social Studies Certification)

See Interdisciplinary Programs, page 180.

Department of Communications

Professor: Moore

Associate Professors: Wennberg, Gillis *(Chair)*

Assistant Professors: Yoder, London

Bachelor of Arts

The Department offers a comprehensive preparation in the field of communications firmly grounded in a well-rounded liberal arts education. In addition to developing written, spoken, and performance skills, students learn the theory, design, management, and production of communication. Advanced courses in oral communication, management, graphics, audio and video production, among others, permit upper-class majors to advance into areas of concentration. Students may elect a concentration from: Corporate Communications (either public relations or marketing communications), Mass Communication, or a self-designed Honors Communications concentration.

Department facilities are located in the Steinman Center for Communications and Art. This center contains modern equipment in audio and video studios, satellite communications and in photography, graphics, and multi-image laboratories. The student radio station, WWEC 88.3 FM, and the 24-hour local access cable television production facility, ECTV-Channel 40, are housed in the center.

The curriculum is complemented by a number of departmental student organizations: National Broadcasting Society - Alpha Epsilon Rho (Honors Society), WWEC 88.3 FM Radio, Photography Club, Society for Collegiate Journalists (Honorary Society), International Association of Business Communicators (Elizabethtown College chapter) and ECTV Channel 40. In addition, The *Etownian* (student newspaper) and the *Conestogan* (yearbook), as departmentally related student activities, provide excellent journalism experiences for majors. These organizations sponsor speakers, workshops, contests, and field trips to enhance campus life and especially to make the student's classroom experience more meaningful.

The curriculum, complemented by many co-curricular activities, prepares majors for careers in corporate and institutional communications, public relations, marketing communications, broadcasting, newspaper and magazine writing and reporting, advertising, sales, law, the ministry, and many more fields.

Graduates are prepared as communications generalists. However, required additional courses in an area of concentration permit students to focus their general preparation into a specific area of career interest.

The 45 credits required for a bachelor of arts degree with a communications major include Communications 120, 125, 135, 205 (repeated for three semesters), 209, 210, 248, 255, 485, and 18 credits in a concentration.

Prior to preregistration for the junior year, the student must elect a communications concentration, which requires 18 credits.

All majors are required to complete a minor area of study chosen in consultation with their advisor. The minor allows for complementary preparation in another discipline. The minor is also declared prior to pre-registration for the junior year.

The Department offers *four concentrations:*

The *Corporate Communications concentration* prepares students as professional communicators for the challenges presented by commercial and non-profit organizations. The *Corporate Communications: Public Relations concentration* develops those skills necessary for creating and disseminating information for internal or external audiences of an organization _ from publication design to training programs to corporate image management. The *Corporate Communications: Marketing Communications concentration* merges expertise in communications and promotions with courses from the business department including marketing and advertising.

There are three required courses in the concentration and three elective courses; one communications elective, one non-communications elective, and a third course of the student's choice. *Public relations* requires: Communications 311, 333 and 351. Communications electives are chosen from: Communications 304, 323, 348, 408, 412, and 417. Non-communication electives are: Business Administration 265, 317, 330, 355, 369, 467, 468. *Marketing communications* requires: Communications 311, 333, and Business Administration 215. Communications electives are chosen from: Communications 304, 323, 348, 351, 358, 412. Non-communications electives are: Business Administration 311, 312, 313, 317, 319, 330, 414.

The *Mass Communications concentration* educates students for professional positions in the mass media industry, such as print, broadcast, and Internet based media. With a foundation in writing for the media, the student has a variety of options for production, writing and media management courses. Required are Communications 311, 314 or 316, and four approved electives to be chosen from the following: 314, 316, 321, 323, 336, 348, 411, 422, 424, and 426.

The *Self-designed Honors Communications concentration* permits students to develop a named independent plan of study to prepare for a specific professional communications career. Examples of a self-designed concentration might include: documentary news production, sports information/communications, photojournalism or health communications. This concentration will require 18 credit hours of pre-approved courses with the *required minor being an allied area of study*. Requirements to declare this concentration option include: a 2.70 grade point average and a 3.00 in the major and a plan of study submitted to department faculty (through the faculty advisor) by February 15 of the sophomore year. The proposal must include a statement of purpose, goal and objectives and a plan of study (outlining courses and alternate courses) to be taken during the junior and senior year. The complementary minor must be selected with a rationale for its integration into the concentration. The approved concentration serves as a contract for graduation. Failure to maintain the required GPA or deviation from the plan will void the contract and the student will select one of the other concentrations to complete the degree.

A *minor in communications* is offered to students majoring in other departments. The minor permits a student to reach a level of competency in written, spoken, and visual communications to complement their primary area of preparation. The 23 credits required for a minor in communications include Communications 120, 125, 135 or 255, one course from 209, 210 or 248, 205 (repeated for 2 semesters in different activities) and three communications electives. One elective is from the 200 level and two courses elected at the 300-400 level, only one (1) of which may be a production course.

Requirements for Communications Majors and Minors

All students must have a 2.0 grade point average to declare the major or minor and enroll in any courses above the 100 level.

Internships and Practica

Out-of-classroom, on-the-job field experiences are encouraged of all majors and minors. An experience linking the academic world and the work world can enable an advanced student to apply, in a practical way, understandings and abilities in a career-related position.

Practica may be elected by majors and minors at any time and are available for one, two or three semester credit hours with on or off campus sponsors. They are repeatable to a maximum of three credit hours and may count only as general elective credit.

Internship credit hours also count only as general elective credits. They are available only to seniors and must be taken only for twelve semester credit hours (requiring the internship to be the equivalent of a full-time position for an entire semester). Additionally, the internship option requires an overall 2.7 grade point average and a 3.0 grade point average in the major.

The department's "Guide to the Preparation of Internships" serves as an outline of procedures and requirements for an internship. Students are permitted to seek their own positions for either option or to select one from the many opportunities already listed with regional communications organizations.

The department is affiliated with other major institutions and organizations to assist in providing internship experiences in major urban areas. These affiliations include: the Washington Center for Politics and Journalism, the American University Washington Semester Program, and the Institute on Political Journalism at Georgetown University.

Students electing any internship or practica options are encouraged to consider the purchase of temporary professional liability/casualty insurance. The College assumes no liability for the student during the course of the person's performance of duties for an off-campus sponsoring organization.

General Information

Additional expenses for the communications student normally include production materials for audio, video, and graphics courses. These expenses are part of the following courses: Communications 125, 135, 255, 321, 336, 348, 408, and incidentals in other courses.

Department courses use Macintosh computers in the classroom. It is recommended that communications majors obtain a Macintosh computer for personal use. Educational discounts may be available if purchased through the College Store. Both Mac and PC computers are supported throughout campus and in the department.

The Department of Communications participates in the College Honors in the Discipline program. For guidelines and details as to requirements, the student should consult the department chair.

The department makes several recommendations to students for courses to complete the College Core. Courses have been chosen specifically to aid in the integration of the major with liberal arts studies. The student's checksheet specifies these suggestions.

105 Fundamentals of Speech

3 credits. **(Power of Language Core Course**) Basic instruction on developing poise and confidence in speaking. Emphasis is placed on verbal and nonverbal communications, research, outlining, speech preparation, use of visual aids, and the rudiments of group dynamics and discussion. *If the course is to be used for the Power of Language requirement, students must have English placement above the 100 level*. Profs. Donovan, London.

115 Media and Society

3 credits **(Social World Core Course)** An examination of the structures, functions, political, social and economic impacts of mass media in the United States. A goal is to help students make critical and analytical consumers of the mass media. *Core Program only. This course does not count in the major or minor.* Prof. Donovan.

120 Introduction to Communications

3 credits. Through history, application, and practice, this course explores the field of communication in order to prepare students for the challenges of research, design, and understanding for the communication major. As an overview course, all areas of communication will be explored: public speaking, media, public relations, organizational, and interpersonal. *This course is required of all Communications majors and minors.* Prof. Moore.

125 Media Design and Production

3.5 credits. Course provides the design, theory and development of production skills and techniques for a variety of audio-visual materials, photography, and print materials. Students are required to participate in labs dealing with the operation and utilization of production equipment and the actual production of materials. A variety of computer applications is included. *Pre-requisite: High School computer course or competency determined by the instructor*. Prof. Wennberg.

135 Publication Design and Graphics

3.5 credits. Course employs the principles of design, typography, and other assorted methods of production to provide a foundation in the preparation of posters, newsletters, magazines, special interest publications, and slide graphics. Elements of computer graphics are included. New media may be explored as time permits. *Prerequisite: Communications 125*. Prof. Wennberg, Staff.

205 A, C, D Applied Communications

.5 credit. Three semesters of participation in approved cocurricular activities is required of all majors. All participants must meet the standards of the activity in order to count toward meeting the requirement. The three semesters of participation must be in different, approved activities.

These include: (A)WWEC 88.3 FM, (C)*Etownian* and *Conestogan*, and (D)ECTV Channel 40. *Communication minors are required to have two semesters of different activities. No more than one 205 course per semester may be scheduled. All 205 requirements must be completed by the end of the junior year (except for minors). Second semester freshmen are eligible to enroll.* Graded Pass/No Pass. Staff.

209 Communications Theory

3 credits. Students explore and examine the process of human communication as related to various aspects of human experience. Focus is on several levels (individual, interpersonal, and mass), examining such aspects as speech production, sender/receiver relationship, listening, nonverbal communication and the use of symbols. Students explore mass media from a human communication perspective. *Prerequisite: Communications 120*. Staff.

210 Public Performance and Presentation

3 credits. Students become proficient at translating the written word into a professional oral performance. Exercises and projects develop competence in a variety of areas appropriate to any of the communications concentrations that may be chosen by a major. *Prerequisites: Communications 120 and 125*. Profs. London, Donovan.

248 Communication Law and Ethics

3 credits. An examination of the law of the field of communications as well as its history and effects. Current ethical issues are explored through case studies. Analysis of legal and ethical issues affecting the media, including the First Amendment, defamation, privacy, newsgathering, obscenity, copyright and broadcasting/telecommunications, and the views of philosophers from Socrates to the present. *Prerequisite: Communications 120 or permission of instructor*. Prof. Sloane.

251 International Communications

3 credits. **(Foreign Cultures Core Course)** The course is an examination of the systems of communication around the world. It is designed to examine the human experience as an American by exploring the sociocultural, economic, political and scientific/technical impact of communication. *Core or general elective credit only.* Spring semester. Prof. Moore.

252 Multicultural Communications

3 credits. The course is designed to study issues of diversity and the media by investigating the audience, content, and institutions of communications. Cultural perceptions will be explored as they relate to an individual's beliefs on diversity such as: race, ethnicity, gender, sexual orientation, religion, age, class and disability. A research and field experience will challenge students to analyze and formulate their own views. *Core or general elective credit only.* Fall semester. Prof. Moore.

255 Multimedia Design and Production

3.5 credits. The technical and aesthetic fundamentals of the video and audio fields and studio production are explored. Through the development of basic technical and critical skills, the student will become knowledgeable in writing and producing basic audio and video projects. *Prerequisites: Communications 120, 125.* Prof. Yoder.

The candlelight service of Baccalaureate, the evening before Commencement.

304 Persuasion

3 credits. The theories and techniques of persuasion are explored from the perspective of the persuader and the audience. Topics include ethics, social responsibility, and motivation of persuasion; the techniques of nonverbal communication and mass appeals. *Prerequisites: Communications 120, 209*. Spring semester, even numbered years. Prof. London.

311 Reporting and Newswriting for the Media

3 credits. An introductory study of news media and values with emphasis on effective reporting and clear writing against deadlines. Accuracy, fairness, and logic in preparing stories under conditions similar to those encountered by professional journalists is stressed. *Prerequisites: Communications 120, 209 or permission of the instructor*. Profs. Trapnell, Gillis.

314 Feature Writing for the Media

3 credits. Skills needed to write free-lance and staff articles or presentations on any topic for a wide range of media are developed. Among the types of writing covered are human interest, personality sketch, humor, how-to, background and informational pieces. Story titles, openings, closings, structure, use of anecdotes, statistics and query letters are examined. *Prerequisites: For*

majors: Communications 311 or permission of the instructor. Spring semester, odd numbered years. Prof. Gillis.

316 Broadcast News Writing

3 credits. This course will focus on the styles and techniques of writing for the broadcast news media, with emphasis on writing and editing copy for radio and television news. Students will be given the opportunity to practice these skills by actually writing for the College radio and television newscasts. The deadline nature of broadcast news writing will be a focus of this course. *Prerequisites: Communications 311 or permission of instructor*. Spring semester. Profs. Weiser, Hersh.

321 Advanced Audio Production

3 credits. An advanced examination of writing and producing audio materials for radio programming. In-depth analysis of the medium includes commercials, news, documentaries, and special programs. *Prerequisites: Communications 255, 311 (may be co-requisite).* Fall semester, odd numbered years. Prof. McKnight.

323 Broadcast Copy and Promotions

3 credits. The emphasis of this course will be placed on writing original, creative copy for various types of broadcast media. In addition to commercial and promotional writing formats, students will be exposed to other nonbroadcast writing that will include the corporate, educational and nonprofit fields. Students will gain experience by applying skills learned in class to campus media outlets. *Prerequisite: Communications 316.* Fall semester, even numbered years. Prof. Hersh.

333 Organizational Communication

3 credits. Through theory, application, and practice, this course explores aspects of organizational communication in order to prepare students for the challenges of organized activity at work, in the community, and in the family. *Prerequisite: Communications 120, 209.* Prof London.

336 Advanced Video Production

3 credits. Advanced technical and aesthetic fundamentals of field and studio production and postproduction will be explored. Students will continue to develop skills and knowledge in video production acquired in basic production. The emphasis of this course will be on the broadcast aspects of production and students will create productions that will air on the student-run television station. Students will work in both individual and group settings. *Prerequisites: Communications 255*. Spring semester. Prof. Yoder.

348 Advanced Media Production

3 credits. The course provides advanced level skills in the conceptualization, design, development and management of communications media in the areas of photography, multi-image, cyberspace and computer graphics. Students will be required to participate in laboratory

experiences dealing with the production of photography, multi-media and computer graphics at the advanced level. The basic and advanced theories of color, design and interactivity will be explored to aid the student in the creative production of communications materials. *Prerequisites: Communications 255 or permission of instructor*. Spring semester. Prof. Wennberg.

351 Public Relations

3 credits. A study of the theory and practice of public relations, its role in administration, its role in society, and its potential as a career. *Prerequisite: Communications 311 or permission of instructor*. Fall semester. Prof. Gillis.

358 Introduction to Marketing Communications

3 credits. This course will provide students with skills in blending concepts and applications of marketing communications that integrate advertising, public relations, sales promotion and other organizational effort into a strategic viewpoint in a global/international environment. Students will be taught from an integrated marketing communication perspective with respect to planning, implementation and control of marketing communication campaigns. *Prerequisite: Communications 351.* Spring semester. Staff.

371-379 Special Topics

Variable credit. Periodic offerings of the department or directed study in topics of special interest to advanced majors. These courses generally count as concentration elective credit as determined by the department faculty. Staff.

408 A Systems Approach to Organizational Training

3 credits. The course studies the theory and application of instructional systems design techniques to corporate and organizational training problems. Applications of interactive computer techniques will be used to solve training problems. *Prerequisite: Communications 255*. Spring, odd years. Staff.

411 Telecommunications

3 credits. Telecommunication is a study of the technical developments in the field of communication and their potential sociocultural impact and resulting problems/advances related to utilization of the new systems. The course will develop the student's knowledge and understanding of current and developing systems of communication. Further, the students will identify and investigate related sociocultural and economic issues and refine personal positions of each. *Prerequisite: Communications 255*. Periodic offering. Prof. Moore.

412 Advanced Public Relations

3 credits. The course provides an opportunity for students to build upon knowledge, skills, and expertise in public relations by applying them to the study of actual public relations cases. The analysis and evaluation of actual public relations practice lead the student to a better knowledge

of public relations principles, application, and management in the profession. *Prerequisite: Communications 351*. Spring semester. Prof. Gillis.

417 Fund Raising and Association Public Relations

3 credits. Introduction to the fundamentals of raising funds for education, religious, health, and social welfare organizations. Study includes a review of the conventional techniques used in reaching traditional funding sources. Association organization, membership development, and volunteer support round out the course. *Prerequisite: Communications 412.* Fall semester. Prof. Gillis.

422 Media Management

3 credits. The structure and organization of media institutions, including broadcasting and print facilities. Management principles and perspectives are discussed in their application to media departments and personnel. *Prerequisites: Communications 248, 255*. Fall semester, odd numbered years. Profs. Yoder, Castriota.

424 Script and Screenwriting

3 credits. The course emphasis will be placed on identifying the tools used in successful, creative writing, and then putting them into practice. The student will become familiar with, through study and practical application, the various visual/audio formats used in dramatic and documentary television and film writing. *Prerequisites: Communications 311 or permission of instructor.* Fall semester, even numbered years. Prof. Yoder.

426 Broadcast Programming

3 credits. An examination of the programming philosophies and practices of the radio, television and cable industries. *Prerequisite: Communications 316.* Spring semester, odd numbered years. Prof. Yoder.

471, 472 Practicum and Internship

Variable credit. Supervised application of previously studied theory by professionals in the field of the student's concentration. *Practicum _ on- or off-campus sponsor for free elective credit only, repeatable to a maximum of three credits, majors and minors. Prerequisite: sophomore major or minor and permission of instructor.* Graded Pass/No Pass. Profs. Moore, Gillis.

474 Internship

12 credits. Supervised application of previously studied theory by professionals in the field of the student's concentration. *Prerequisites: senior standing, majors only, 2.7 cumulative grade point average with a 3.00 grade point average in the major. Must be taken for a full semester off-campus for free elective credit only.* Profs. Moore, Gillis.

480-489 Independent Study

Variable credit. A specially-designed course, unique to each student, which allows the person the opportunity to pursue scholarly and practical work in the area of major interest under the guidance of members of the communications faculty. Specific goals and objectives permit the student to complete special projects, literature reviews, and research papers. *Prerequisites: at least junior standing, scholarship requirement, permission of instructor, and approval of Independent Study Committee*. Staff.

485 Communications Seminar

3 credits. The course is the final, or capstone, course required of all majors. It is intended to provide an opportunity for an integration of coursework, knowledge, skills, and experiential learning to enable the student to demonstrate a broad mastery of professional expectations for a promise of initial employability, further learning, and career advancement. The course employs critical thinking, creative thinking, problem solving strategies, effective written and oral communication, quantitative and qualitative analysis, computer literacy, library competency, and mediated communication related to a student's concentration and specific career plans. *Prerequisite: senior major.* Profs. Wennberg, Gillis, Moore.

Elizabethtown Department of Communications on the web at: *www.etown.edu/com.*

Department of Computer Science

Associate Professors: Leap *(Chair)*, Tulley, Zlatarova

Assistant Professor: Wunderlich

Bachelor of Science

The advent of high-speed machines with enormous capacity for gathering, processing, storing, retrieving, and communicating information affects nearly every aspect of our professional and personal lives. Courses in computer science encourage the exploration and understanding of this social and technological phenomenon. Survey courses are offered for those who wish to understand in broad social contexts the nature of the computer and its effect on our lives and on society. Programming and language courses are offered for those who need to become skillful users of the computer. Advanced study in theory, hardware, software, and applications is provided for the computer science major and for those who want to use the computer effectively and knowledgeably in another discipline. Advanced courses relate closely to the curricula in business, natural and social sciences, engineering, and mathematics. Students are encouraged to develop simultaneous strengths in computing and in a discipline in which the computer is used as a tool.

Four majors: Computer Science, Information Systems, Business Information Systems, and *Computer Engineering* (offered in conjunction with the Department of Physics and Engineering) are offered by the Computer Science Department. Each major provides a strong curriculum from which a professional career may be launched or a graduate program pursued.

Two minors: Computer Science and *Information Systems* are also offered that enable majors in other disciplines to obtain recognition for course work in computer science and information systems. Department faculty help tailor the elective course selections to meet individual needs of students pursuing a minor.

The main computing facility at Elizabethtown College is housed in Nicarry Hall. This facility consists of a number of servers that students may access. All students are given accounts on the College's WindowsNT network file server for file storage, email, and web page usage. A campus-wide, high-speed, fiber optic, ethernet-based computer network provides access to all the computer facilities from every building on campus including all dormitory rooms. High-speed access to the Internet is provided via a 12 Mbps ATM line.

Three public personal computer labs equipped with Intel-based PCs running WindowsME are available for student use.

The Computer Science Department maintains a computing laboratory for use by Computer Science majors and advanced computer science students. The equipment in this laboratory includes: two Unix servers; a WindowsNT file server; numerous Unix, Windows98, and WindowsNT workstations; a Transputer-based hypercube parallel computer system; a Beowulf-

class hypercube parallel computer system; and equipment for building and experimenting with computer networks and distributed computer systems. Students taking computer science courses are given accounts on the Computer Science department's servers.

The Computer Science and Engineering laboratories are equipped with Intel 80251 microcontroller development systems for assembly language programming and control of various devices; and FPGA (Field Programmable Gate Array) development systems for prototyping digital circuits and new computer architectures; both systems include software simulators and circuit boards for prototyping hardware. These laboratories also have various breadboard circuit-trainers for creating small-scale and medium-scale integrated digital and analog circuits. There is also a rapidly growing robotics and neural network research effort equipped with various robotics parts and software for simulation and neural network development.

Major software systems available on the College's computers include most major computer languages (Ada, Visual Basic, C/C++, Java, HTML, Perl, JavaScript, and assembly language), many specialized languages and packages (Linux, SPSS, Matlab, Minitab, PageMaker, Microsoft Office 2000, Microsoft Project, Visio, FrontPage, Derive and Maple), and relational database management systems (Access, RMS, MS SQL Server, and Oracle).

The department strongly recommends that all students intending to major in computer science purchase their own Microsoft Windows-based personal computer.

All Computer Science, Information Systems, and Business Information Systems majors are required to take a minimum of 39 credits of computer science courses.

The *Computer Science major* requirements are: Computer Science 121, 122, 221, 222, 321, 322, 332, 341, 421 or 422, 490, and nine credits of computer science electives at or above the 200 level; Mathematics 121, 122, and 201; and a College-approved minor in another discipline.

The *Information Systems major* requirements are: Computer Science 121, 122, 205, 209, 221, 230, 240, 310, 341, 342, 409, 410 and 490; Mathematics 151; Business Administration 265; and Economics 100.

The *Business Information Systems major* requirements are: Computer Science 121, 122, 205, 209, 221, 222, 240, 332, 341, 409, 490, and six credits of computer science electives at or above the 200 level; Mathematics 117 or 121, and 151; Accounting 107, 108; Business Administration 215, 265, 325; and Economics 100, 102.

The *Computer Engineering major* requirements are: Computer Science 121, 122, 221, and 222; Engineering 100, 110, 210, 220, 230, 310, 332, 333, 422, 433, and 491; Physics 200, 201, 202, and 302; Chemistry 105; and Mathematics 112 or 121, 122, 201, 222, and 321.

The *Computer Science minor* requirements are: Computer Science 121, 122, 221, 222, and nine credits of computer science courses approved by the computer science faculty.

The *Information Systems minor* requirements are: Computer Science 121, 205, 209, 240, 310, 341 and three credits of computer science courses at or above the 200 level from the information systems major requirements.

The Department of Computer Science participates in the College Honors in the Discipline program. For requirement information, consult with the department chair.

110 The Internet and the World Wide Web

3 credits. An introduction to using computer networks, the Internet and the fundamentals of network based information systems. The functions of telnet (connecting to and logging onto a remote computer), electronic mail, file transfer, and accessing the World Wide Web will be covered. HTML (hypertext markup language) used in creating pages for the World Wide Web will be studied in detail. Other topics include: multimedia information, network security, searching for information on the Internet, common operating environments of computers on the Internet including the Unix operating system, text editors and Web authoring programs, and current issues about the Internet. Staff.

120 Introduction to Microcomputer Applications

3 credits. An overview of computer concepts, uses, and issues. The personal computer operating system, several software pages (database, desktop presentation, spreadsheet, and word processing), and the basics of the Internet and web design are major components. Staff.

121 Computer Science I

3 credits. **(Mathematical Analysis Core Course)** The fundamental concepts of computer organization, machine level representation of data, algorithmic development and structured programming are presented with an emphasis on the syntactic and execution characteristics of an object-oriented programming language (currently C++) including data types; arithmetic operators and assignment; input/output, selection and iteration structures; elementary data structures; and procedural abstraction. *Prerequisites: high school algebra and/or trigonometry.* Staff.

122 Computer Science II

3 credits. A continuation of 121 with emphasis on algorithmic analysis, recursion, internal sort and search methods, string processing, fixed and variant record structures, file handling, object-oriented programming, and programming in the Visual C++ environment. *Prerequisite: Computer Science 121*. Staff.

205 Visual Programming

3 credits. An introduction to object-oriented, event-driven Windows programming to solve problems. Emphasis is on the design perspective of the visual interface for data-entry screens concentrating on data accuracy, storage and processing. *Prerequisite: Computer Science 121.* Prof. Tulley.

209 Introduction to Database Systems

3 credits. An introduction to concepts of databases and database management systems including the storage, processing, evaluation, and display of data and related issues. The course represents a study of the database logical and physical design, of the basic managment techniques using the

most popular data languages (SQL and QBE), of the different methodologies for database development: the relational approach and the object-oriented approach. Practical skills needed to create concrete databases and the corresponding information systems using some of the most used software products (MS SQL Server and MS Access) are considered. *Prerequisite: Computer Science 121*. Fall Semester. Prof. Zlatarova.

221 Algorithms and Data Structures

3 credits. The design of algorithms for handling abstract data types including stacks, queues, linked lists and trees is coupled with an introduction to complexity analysis, storage allocation and its management. *Prerequisite: Computer Science 122.* Fall semester. Staff.

222 Assembly Language Programming

3 credits. Introduction to programming at the machine and assembly level, including the relation to computer organization and the operating system interface. Topics include absolute and relocatable coding, program segmentation and code sharing, program linkage and loading, assembler operation, interrupts, and keyboard and screen manipulation. *Prerequisite: Computer Science 122.* Spring semester. Staff.

230 Microcomputer Architecture *(Engineering 230)*

3 credits. The operation of the microcomputer, the physical characteristics of its architecture, and the implementation of software are discussed. The course explores the UNIX, Macintosh, and IBM operating environments. Topics covered include computer ethics, hardware components such as memory registers, central processor types, controllers, peripherals such as disk drives and tape drives, ASCII code implementation, input/output architecture and devices, memory management, networking, and multimedia. *Prerequisite: Computer Science 122.* Staff.

231 Discrete Structures *(Mathematics 231)*

3 credits. Topics in discrete mathematics as they apply to computer science, including symbolic logic, sets and relations, functions, induction and recursion in algorithms, Boolean algebra and digital circuits, graph theory in paths and circuits, trees and local area networks. *Prerequisite: Computer Science 121*. Fall semester. Prof Tulley.

240 Information Systems

3 credits. A study of: the information systems development in the new and changing global environment. It provides knowledge about the nature of: information and its use in managerial decision making; the role of IS within organizational strategy; the way that information is organized, stored, and processed by modern information technology as viewed from the interest of the business user; and how developments in networks and the Internet have made an impact on business. Practical skills in using different software tools for information system design and development are provided. *Prerequisite: Computer Science 120 or 121*. Fall semester, Prof. Zlatarova.

310 Introduction to E-Commerce

3 credits. A study of the history, architecture, and functionality of the Internet and the World Wide Web including the effects of e-commerce on the way business transactions now occur. This is followed by an in-depth study of web site design including comprehensive coverage of HTML (Hyper-Text Markup Language) and the establishment of an interactive data-base driven website for conducting secure and reliable e-commerce transactions. *Prerequisite: Computer Science 221*.

322 Formal Languages

3 credits. A discussion of grammar classifications as a formal description for programming language syntax, finite state machines as acceptors of regular expressions, and the equivalence of push-down automata and context-free grammars and their use in parsing programming languages. *Prerequisites: Computer Science 221, 321*. Spring semester, alternating years. Prof. Tulley.

332 Computer Organization and Architecture (*Engineering 332)*

3 credits. Introduction to Boolean algebra, design of combinational and sequential circuits, and their use in von Neumann computer architecture. Basic parts of computer systems including memory, control and input-output systems are studied. The student is expected to design a simple micro-programmed computer. *Prerequisite: Computer Science 222*. Fall semester. Prof. Wunderlich.

333 Digital Circuits and Computer Interfacing *(Engineering 333)*

4 credits. Digital logic and integrated circuits to implement logic; architecture and machine language programming of mini-computers and microprocessors; design, testing, and construction of instrument-to-computer and computer-to-instrument interfaces; design and testing of supporting software. Hours: lecture 3, laboratory 3. *Prerequisite: Computer Science 122, 332, or permission of the instructor*. Spring semester, odd numbered years. Prof. Wunderlich.

341 Systems Analysis and Design

3 credits. An introduction to system development methodologies, systems analysis, detailed systems design, database design, user interface design, testing, documentation, and development of information systems. The students will gain knowledge and skills in using CASE tools, different software packages, commercial DBMSs, MS Visio, MS Project, and Visible Analyst to create, organize, process, and visualize their data. The UML language representing one of the most recent tools for object-oriented systems design is also considered. The course provides preparation for the systems analyst profession and offers a detailed understanding of the interaction between different computing aspects and basic business applications. *Prerequisite: Comptuer Science 121 or 240*. Spring semester. Prof. Zlatarova

342 Computer Networks and Networking Systems

3 credits. Provides the student with the theory and knowledge of computer networks, the operation of the network, the characteristics of the network architecture as it relates to the ISO model and administration. Security and management of the network are also discussed. The course contrasts network operating systems including TCP/IP, Novell, Token Ring and

AppleTalk. Topics covered include network security, network management, the ISO model, network hardware requirements, such as routers, repeaters, gateways, interface cards, file servers, network topology options, and the Internet. *Prerequisites: Computer Science 122.* Prof. Leap.

344 Simulation

3 credits. Fundamentals of modeling. Applications are programmed in higher-level languages as well as a specialized simulation language. *Prerequisites: Computer Science 221, Mathematics 122, or permission of instructor*. Prof. Wunderlich.

361 Computer Graphics

3 credits. Overview of the principles of computer graphics including the basis of raster and vector display devices; representation of lines, and curves, two- and three-dimensional scaling; hidden lines and surfaces; and animation techniques involving interactive graphics and the user interface. *Prerequisites: Computer Science 221, Mathematics 201*. Staff.

362 Comparison of Programming Languages

3 credits. Comparative study of programming language concepts including data objects and data types, scope, procedures, abstraction mechanisms, sequence control, exception handling and concurrence and providing a framework for understanding language design. Intended to provide the necessary tools for critically evaluating existing and future languages and language constructs. *Prerequisite: Computer Science 221*. Prof. Tulley.

371-379 Special Topics

3 credits. A course designed to allow students to examine topics and problems of current relevance in computer science. *Prerequisite: permission of instructor*. Staff.

409 Database Systems Development and Applications

3 credits. A study of advanced database systems, data warehousing, and data mining. The XML language is considered as a data exchange tool. Security and privacy aspects in databases are discussed. The WWW is used as a database application platform to create web-driven databases working with different visual environments and commercial DBMSs. The course involves practical skills in the design and development of information systems and their application. *Prerequisites: Computer Science 205, 209 or permission of instructor*. Spring semester. Prof. Zlatarova.

410 E-Commerce Programming

3 credits. Server-side and client-side web page programming in Netscape's Javascript and Microsoft's VBScript. Also, server-side web page programming in the Perl and/or Java programming languages. This course also includes the design on an e-commerce web site by programming active servicer pages and interfacing with the various databases. *Prerequisites: Computer Science 205, 209, 221, 310*. Staff.

421 Compiler Designer

3 credits. Design and construction of system software such as compilers, interpreters, and assemblers. Topics include command and statement parsing techniques, symbol tables, code generation, and code optimization. A project involving design and construction of a working systems program will be assigned. *Prerequisites: Computer Science 221, 222, and 322*. Alternating years. Prof. Leap.

422 Operating Systems and Systems Programming *(Engineering 422)*

3 credits. An examination of the principles and theories behind the design of operating systems as well as their practical implementation. Topics include executives and monitors, task handlers, scheduling algorithms, file handlers, device drivers and interrupt handlers, theories of resource allocation and sharing, multiprocessing and interprocess communication. *Prerequisites: Computer Science 221, 332*. Spring semester. Prof. Leap.

433 Advanced Computer Engineering *(Engineering 433)*

4 credits. Laboratory course for senior/junior students studying computer engineering. Circuit level design and implementation of a complete microcomputer system, including microprocessor characteristics and interfacing, clock generator circuits for microprocessors, bus structures and design, input/output systems, memory systems and interfacing, static RAM, ROM and its programming, and low level programming of a microprocessor. Major laboratory project requires students to design, build, test and demonstrate a complete microcomputer based system. Hours: lecture 3, laboratory 3. *Prerequisites: Computer Science 222; Engineering 332, 333.* Spring semester, even years. Prof. Wunderlich.

471 Internship in Computer Science

Variable credit. Work experience designed to supplement course work. By working for business, school, or government, the student gains valuable knowledge unavailable from textbooks. *Prerequisite: approval of the computer science faculty*. Graded Pass/No Pass.

480-489 Independent Study

Variable credit. Designed to allow the student to do independent study and research on a problem or topic in the field of computer science. *Prerequisite: approval of the computer science faculty and the Independent Study Committee*. Staff.

490-491 Readings and Projects in Computer Science

3 credits. A directed project or study requiring faculty acceptance of a proposal with a final report and defense of work. *Prerequisites: senior status or permission of instructor*. Spring semester. Staff.

Elizabethtown Computer Science Department on the web at: *www.etown.edu/cs*

Earth Science

See Department of Physics and Engineering, page 144.

Department of Education

Associate Professors: Bauman, Blue (Chair), Toro

Assistant Professors: Kercher, Koogle, Napoli, Pitcher, Newell, Tyminski

Lecturer: Walker

Coordinator of Clinical Experiences: Kohlweiler

Bachelor of Science, Master of Arts

Bachelor of Science in Elementary Education

The department offers a major program leading to a Bachelor of Science degree and Pennsylvania certification in Elementary Education (K-6). The addition of an Early Childhood Education concentration (N-3) to this major results in certification in both Elementary and Early Childhood Education. The completion of the Special Needs concentration, when approved by the Pennsylvania Department of Education, adds Special Education certification. The completion of a concentration in Middle Level Education adds depth and breadth to the certificate. An Urban Education concentration is also available. These programs combine strong attention to the liberal arts and sciences with the development of high professional competence. Supported by the Core Program, a required minor or concentration, and elective course work, these major programs bring together in a creative way the student, the school, and the subjects to be taught. Further, the department stresses the importance of supervised field experiences that complement on-campus courses in Education.

Bachelor of Arts or Bachelor of Science in Secondary Education

Programs in secondary education are available in selected academic areas (English, Mathematics, Biology, Chemistry, Physics, and special interdisciplinary majors in Citizenship Education, Social Sciences, and General Science). Carefully designed work in the academic or interdisciplinary major, the Core Program, and electives qualifies students for the degree appropriate to that major and for Pennsylvania certification for grades 7-12 in that subject. The completion of a concentration in Middle Level Education adds depth and breadth to the certificate.

Bachelor of Science in Music Education

A major and Pennsylvania certification are available in Music Education (K-12). Here, too, in-depth work in the major teamed with completion of Core Program and elective courses leads to the awarding of the degree and certification. (See Department of Fine and Performing Arts for more information.)

Certification

The department and college act as an agent of the Commonwealth of Pennsylvania in the teacher certification process for those meeting all appropriate standards.

General Requirements of the Programs

Admission to the Programs

Students must make an electronic application to the Department of Education for provisional acceptance into a certification program after:

1. Completing 27 hours with a cumulative grade point average of 2.8* or higher.

2. Completing at least two courses with ED prefixes with grades of C or better;

3. Submitting a TB medical clearance.

4. Providing a record of Act 34, Child Abuse, or FBI criminal record clearances.

5. Declaring an approved major and an acceptable minor or concentration, where required.

6. Providing an electronic portfolio for review demonstrating interest and/or experience in professional education and progress toward meeting required competencies.

Approval of the Education department and any other appropriate major department is necessary for the application to be successful. Students are evaluated at the conclusion of each subsequent semester and may be advised or required to withdraw at any time the department determines such action to be appropriate.

****The 2.8 GPA requirement will be effect for the 2002-2003 academic year. It will increase to 3.0 in 2003-2004 and thereafter.***

Progress in the Programs

Students must make an electronic or written application to the Education department for full acceptance into a certification program after:

1. Completing 54 hours with a cumulative grade point average of 3.0* or higher.

2. Completing at least four courses with ED prefixes with grades of C or better.

3. Completing two English and two mathematics courses.

4. Receiving passing scores for Pennsylvania certification on the tests of background knowledge and communication skills required by the Pennsylvania Department of Education: PPST Reading, PPST Writing, and PPST Mathematics.

5. Formally presenting an electronic or paper portfolio demonstrating continuing interest, experience, and growth in professional education and progress toward meeting required department competencies.

Approval of the Education department and any other appropriate major department is necessary for the application to be successful. Students are evaluated at the conclusion of each subsequent semester and may be advised or required to withdraw at any time the department determines such action to be appropriate.

The 3.0 GPA requirement will be in effect for the 2003-2004 academic year when students who matriculate in 2002 will make application for full acceptance into their certification program. It will remain in effect thereafter.

Exit from the Programs

Students seeking award of the degree in the major only, without certification, must:

1. Receive approval of the Education department and any other appropriate department(s) for completion of their degree plan.

2. Satisfy all requirements of the major, except the professional internship and

Pennsylvania certification test results, with both a cumulative and major grade point average of 2.0 or higher.

3. Complete a College approved minor or department concentration, where required, with a minimum grade point average of 2.0.

4. Complete an alternative internship experience of at least 6 credits, as approved by the Department of Education.

Students seeking award of the degree in their major and certification must::

1. Satisfy all requirements of the major with the cumulative grade point average in effect at that time. For members of the class of 2006, that requirement will be 3.0.

2. Earn a grade of P in the professional internship.

3. Complete a college approved minor or department concentration, where required, with a minimum grade point average of 2.0.

4. Earn passing scores for Pennsylvania on the Principles of Learning and Teaching test and on the Specialty Area test(s) of the Praxis II series. Students completing the Elementary Education, Music Education, and/or Special Education programs also must complete the Fundamental Subjects: Content Knowledge test successfully.

5. Formally and publicly present a portfolio summarizing activities and experiences in professional education and demonstrating satisfaction of all required competencies.

6. Receive approval of the Education department and appropriate major department(s).

7. Arrange for Praxis test score label(s) to be sent to the Education Department showing passing scores on all required tests.

8. Submit the application for Pennsylvania certification to the Education department.

The Professional Internship

The department stresses the importance of supervised field experiences throughout its programs which complement on campus coursework in Education. The full-time professional internship, student teaching, is the capstone experience of the various teacher education programs. During this activity, there is a developmental process at work that is designed to lead to the professional and personal growth required to enter the profession. It is the belief of members of the program faculty that the success of this experience is enhanced when students have the opportunity to work under the supervision and mentoring of full-time college faculty familiar with their previous and ongoing development.

Thus, it is the policy of the Elizabethtown College Education department to place interns in cooperating school districts in the local area so full-time college faculty may supervise student teaching experiences while still maintaining their other course responsibilities on campus. Requests for exceptions to this policy must be presented formally to the clinical faculty and staff of the department as a group. To receive such an exception, students must demonstrate convincingly that an alternative placement decidedly would be more beneficial to their professional and personal development than completing the experience at a local site. Convenience or increased visibility for job searching are not considered important enough to earn an exception to department policy.

Special Requirements of the Programs

Elementary Education

Candidates for certification in Elementary Education (and related concentrations and certification sequences in Early Childhood Education, Special Needs Education, Urban Education, and Middle Level Education) must complete a major that consists of two key elements. The first of these emphasizes critical concepts and ideas important to one's general education and academic preparation for teaching. The second stresses both the content and process of helping others learn such important subject matter.

Three tracks are available to demonstrate mastery of these two components:

1. The first requires successful completion of any other college approved major program and the series of courses in Education detailed below. This path leads to a dual major in Elementary Education and in the other major. Because it produces a major in another field along with certification in Elementary Education, this program possibly will require more than the standard eight semesters of baccalaureate work.

2. The second track requires successful completion of a specially designed liberal arts major emphasizing content critical to the general education of a person with interest in helping children learn, the series of courses in pedagogy detailed below, and any college approved minor. With careful advising, planning, and course selection, this major routinely should be completed during a traditional four year time period.

3. The final path requires successful completion of the same specially designed content major and the same coursework in pedagogy as is mentioned above. Additionally, it requires completion of an education related concentration. Concentrations include: Early Childhood Education, Special Needs Education, Urban Education, and Middle Level Education. This program normally also should be completed as part of a four-year, full- time college experience.

Degree and certification candidates choosing to complete the specially designed ability-based liberal arts major must complete the following competency areas and courses (or their approved substitutes):

Communication Skills: EN 100, EN 150, or COM 105; and ED 250 .

Qualitative Reasoning and Problem Solving in Mathematics, Science, and Health: MA 105, 112, 121, or 151; MA 205 or an approved substitute; BIO105, 106, 108, or PSY 208; and one other natural science course.

Aesthetic and Creative Expression: ART 105, EN 110, EN 116, MU 115, or TH 165; and ED 210.

Cultural Awareness and Historical Perspective: Two of the following: ART 155, EN 112, EN 241, EN 242, EN 246, or HI 115.

*Global Awareness and Multicultural Expressio*n: AN 111, BA 251, EC 100, or any foreign language course; and a geography course.

Effective Citizenship: Two of the following: HI 111, HI 201, HI 202, HI 208, HI 307, PS 111, PS 311, PS 313, PS 316, or PS 318.

Valuing and Decision Making: HI 212, PH 115, REL 105, or REL 230.

Work, Service, and Leisure: Three credits of coursework in physical education and/or health.

Unless otherwise noted, each of the following courses counts for 3 credits.

Candidates for certification in *Elementary Education* also must complete the following courses in educational content and pedagogy. ED 105, 150, 215 (0 credits), 265, 275, 325, 335, 345, 355, 365, 380 (0 credits), 395 (1 credit), ED 470 (16 credits), ED 490 (1 credit), and one elective course in Education (2-3 credits).

Candidates for certification in *Elementary Education* in tracks two or three additionally are required to complete at least one college-approved minor or one or more of the following concentrations.

Early Childhood Education: Education 315, 320, 360 or other approved early childhood elective, and 476 (6 credits).

Special Needs Education: Education 280, 285, 290 (2), 293 (2), 330 or other approved special needs elective, and 477 (6 credits).

Urban Education: HI 212 or SOC 220, ED 270, ED 332, or other approved urban elective, and ED 479 (6 credits).

Middle Level Education: Education 200, 300, 350, and 478 (6 credits).

In completing the above requirements or in addition to these requirements, all candidates for Elementary Education certification must complete two courses in English, two courses in mathematics, and two courses in American history or government. The English and mathematics courses must be completed by the end of the fourth semester. Students choosing the first track must also complete ED 210, ED 250, and a geography course. Candidates must fulfill the requirements of the college's Core Program and must complete enough electives in Education or other areas to meet college graduation requirements.

Secondary Education

Students seeking certification in English, Mathematics, Biology, Chemistry, and Physics must first complete a carefully designed major program in their content area. Those interested in General Science, Citizenship Education, or Social Sciences certifiication must complete a specially designed interdisciplinary program.

Unless otherwise noted, each of the following courses counts for 3 credits.

Candidates for certification in Secondary Education also must complete the following courses in educational content and pedagogy: Education 105, 150, 215 (0 credits), 265, 275, 295, 305, 380 (0 credits), 470 (16 credits), 490 (1 credit).

In completing the above requirements or in addition to these requirements, candidates for Secondary Education certification must complete two courses in English and two courses in mathematics by the end of the fourth semester. They must fulfill the requirements of the college's Core Program and must complete enough electives in Education or other areas to meet college graduation requirements. Students seeking Secondary Education certification may elect to complete either a minor(s) or concentration(s). Of special interest may be the concentration in Middle Level Education.

Music Education

The *Music Education major* requires Music 100 (7 semesters), 101, 102, 103, 104, 110, 111 or 133, 117 or 119, 118 or 268, 121, 122, 131, 132, 203, 204, 205, 217, 218, 221, 230, 231, 232 or 239, 234, 237, 238 or 119, 240, 321, 322, 330, 331, 332, 334, 343, 344, 433, 434, 440, 471, 491; a minimum of eight additional credits of applied music study, a minimum of nine semesters in ensemble participation (two semesters of Music 363 required); a senior recital, proficiency examinations in piano, voice, and guitar, and Education 105, 150, 215, 380, and 490. Candidates must also complete two courses each in English and mathematics.

Master of Arts in Educational Practice

Elizabethtown College also offers a Master of Arts in Educational Practice. The program is organized into three major areas of emphasis and activity: context for research; nature and teaching of academic disciplines; and practical application.

Application to the program is made through the Office of Admissions. Applicants must meet the following criteria for admission to the program:

1. Hold a baccalaureate degree from a regionally accredited institution.

2. Be employed in an instructional capacity in a public or private institution of education at the nursery school through high school level and expect to be employed in this or a similar role throughout their time in the program.

3. Provide evidence of a grade point average of at least a 3.00 (out of 4.00) for the final thirty (30) credits of undergraduate or graduate work they have completed. Provisional acceptance is possible for applicants who fll below this level but who otherwise provide strong credentials.

4. Two letter of recommendation; an official transcript from each institution attended; and an essay describing issues and problems they would like to address individually or in a group as part of their graduate study are all required as part of the admission process.

5. Teams or cohorts of teachers are encouraged to apply as a group. Special admissions criteria may be applied to such applications.

A total of thirty (30) credit hours are required for completion of the program. Five of these credits must be earned for successful completion and presentation of an individually designed research project or of a major portion of a collaboratively designed research effort. One credit must be earned for submission of a professional portfolio demonstrating successful completion of all program objectives.

Additionally, candidates must complete all required work within five years of beginning a program of study and must maintain an overall grade point average of 3.00 or higher to continue in and complete the program.

A maximum of six graduate credits completed at another institution may be transferred and applied to the degree if not part of another completed graduate degree and if they match the structure/design of the program.

For additional information, contact the Department of Education at Elizabethtown College.

105 Foundations of Education

3 credits. A study of the historical, philosophical, sociological, and political foundations of education. Emphasis is on critical understanding of educational thought and practice in order to identify, interpret, and search for resolution of educational controversies and problems.

150 Child and Adolescent Psychology

3 credits. A study of factors underlying teaching and learning processes, including human growth and development, exceptionality, multiculturalism, motivation, teaching and learning theory, and context specific analysis. Requires field experience.

200 Adolescent Psychology

3 credits. An in-depth analysis and investigation of factors underlying teaching and learning processes in the middle, junior, or high school setting. Requires field experience. *Prerequisite: ED 150*.

210 Children's Literature

2 credits. An in-depth investigation of quality literature, including multicultural and informational literature, written for children from infancy to adolescence. Emphasis is placed on the development of strategies for using literature with children in a variety of settings. Students will be required to engage in book sharing activities with children in preschool, library, hospital, and/or after school settings. *Prerequisite: ED 105 and 150. Corequisite: ED 275 for Elementary Education majors.*

215 Professional Portfolio I

0 credits. Development and refinement of the professional portfolio. *Prerequisites: ED 105 and 150. Corequisites: ED 250 and 265 for Elementary Education; ED 265 and ED 275 for Secondary Education majors.*

225 Research Methods in Education

2 credits. An introduction to the fundamental principles of educational research. Students are required to do an in depth analysis of an actual study from the field of education and to write a research proposal for a study that could be conducted in an education setting. *Prerequisite: Education 150.*

250 Foundations of Literacy

3 credits. A study of emergent literacy and strategies for teaching beginning reading in an integrated language arts curriculum. Requires field experience. *Prerequisites: Education 105 and 150. Corequisite: ED 215 and 265 for Elementary Education majors.*

265 Media and Technology

3 credits. A study of instructional media and technology used in promoting teaching and learning across the grades and curricula. Applications are evaluated and developed. *Prerequisites: Education 105 and 150. Corequisite: Education 215 and 250 for Elementary Education majors; Education 215 and 275 for Secondary majors*.

270 Issues in Diversity and Urban Education

3 credits. A study of the social, economic, political, historical, curricular, and evaluative issues that shape and constrain urban education. Multicultural and interracial understanding and education in the United States are explored through experiences in urban sites, including field trips and community learning opportunities. *Prerequisites: Education 105 and 150 or permission of the instructor*.

275 Inclusionary Practice

3 credits. A study of the processes of interacting effectively with an increasingly diverse population of exceptional children in the inclusive settings of school, workplace, and community. Emphasis is placed on the development of collaboration and teaming skills, management techniques, and home-school-community partnerships, as well as on understanding cultural and learning diversity. *Prerequisites: Education 105 and 150. Corequisite: 210 for Elementary Education majors; Education 215 and 265 for Secondary Education majors.*

280 Introduction to Teaching Exceptional Children

3 credits. A study of entitlement, student rights, procedural safeguards, parents' rights and responsibilities, least restrictive environment, highlights of new regulations, and the role of the regular teacher in the development of the individualized educational program. Field experience is required. *Prequisites: Education 250, 265, and 275 for Elementary Education majors; Education 275 for Secondary Education majors or permission of the instructor.*

285 Methods of Teaching Students with High Incidence Disabilities

3 credits. A study of the specialized instructional strategies to adapt and accommodate classroom environments, testing methodologies, and curricula to meet the needs of exceptional children and youth. Emphasis is on high incidence disabilities such as learning disabilities, ADD/ADHD, emotional and behavior disorders, communication disorders, and cultural or linguistic diversity. Field experience is required. *Prerequisites: Education 250 and 275 or permission of the instructor*.

290 Methods of Teaching Students with Low Incidence Disabilities

2 credits. A study of the specialized instructional strategies to adapt and accommodate classroom environments, testing methodologies, and curricula to meet the needs of exceptional children and youth. Emphasis is on low incidence disabilities such as severe cognitive needs, low vision and blindness, hearing impairments and deafness, deaf-blindness, autism, severe health and physical disabilities, and traumatic brain injury. Field experience is required. *Prerequisites: Education 250 and 275 or permission of the instructor. Corequisite: Education 293.*

293 Assessment and Instruction in Special Education

2 credits. A study of the basic purposes and uses of various forms of assessment in Special Education. Emphasis is on basic uses of tests, important characteristics of good testing, legal and ethical consideration in assessment, and adapting tests to accommodate students with disabilities. *Prerequisites: Education 250 and 275 or permission of the instructor. Corequisite: Education 290.*

295 Curriculum Issues in Secondary Education

3 credits. A study of the theory and practice of secondary education with an emphasis on developmental reading and reading in the content area, assessment, and educational research. *Prerequisites: Education 215, 265, and 275*.

300 The Middle School

3 credits. A study of the philosophy, history, and organization of the American middle school

and its staff, clientele, and curriculum. Field experience is required. *Prerequisite: Education 105 and 150.*

305 Methods of Secondary Education

3 credits. A study of the instructional methodology of an academic discipline under the guidance of a clinical professor in the academic major. Field experience is required. *Prerequisites: Education 105 and 150. Corequisite: Education 380*.

305 Methods of Secondary Education

4 credits. A study of the instructional methodology of an academic discipline under the guidance of a clinical professor in the academic major. Field experience is required. *Prerequisites: Education 150 or 230. Available only to seniors in the 2002-2003 academic year.*

310 History of Science

1 credit. Selected readings from texts on the history of science. *Prerequisite: Must be in the General Science Secondary Certification Program or General Science minor and have permission of the instructor.*

315 Early Childhood Education

3 credits. A study of programs for young children with regard to theoretical bases, curricular goals, teacher role, physical environment, and program sponsorship. *Prerequisites: Education 105 and 150.*

320 Special Methods in Early Childhood Education

3 credits. A study of developmentally appropriate procedures and materials for the preschool child, emphasizing the importance of play in Early Childhood programs. *Prerequisites: Education 250 and 265*.

325 Science and Health in Elementary Education

3 credits. A study of science processes in an elementary school program and the utilization of multiple resources, organization, management, evaluation, instructional strategies, and integration of science and health in the elementary program. Field experience is required. *Prerequisites: Education 250 and 265. Corequisites: Education 335, 345, 355, 365. 380, and 385 or 395*.

330 Teaching Gifted and Talented Children

3 credits. A study of the processes of teaching gifted and talented children effectively in the regular classroom setting. Students will learn skills which will enable them to provide instruction designed to help meet the exceptional needs of gifted and talented children. *Prerequisite:s:*

Education 250, 265, and 275 for Elementary Education majors; Education 275 for Secondary Education majors or permission of instructor.

332 Seminar in Urban Issues

3 credits. Explores the issues of poverty, learning difficulty, homelessness, mental and physical health, urban schooling, and cultural and linguistic differences. Several two-day and one-day field experiences in urban sites are required, in addition to 26 hours of community service learning in a diverse site. *Prerequisite: Education 270 or permission of the instructor*.

335 Mathematics in the Elementary School

3 credits. A study of how children develop a background of understanding and skill in mathematics, concentrating on the development of problem solving, reasoning, and communication skills in mathematics, and connecting mathematics and the real world. Additional focus will be on organization for instruction, alternative means of evaluation, teaching special needs and at-risk students. Field experience is required. *Prerequisites: Education 250 and 265. Corequisites: Education 325, 345, 355, 365, 380, and 385 or 395*.

340 Story-telling

3 credits. An exploration of the ancient medium of story-telling -- its traditions, purposes, and potential for classroom teaching. Students learn to find and research tales and motifs, create them, and tell them, fitting them into the needs of their audiences.

345 Reading and the Integrated Curriculum

3 credits. A study of the processes of learning to read and think critically about texts across the K-6 curriculum. The approach of the course is literature-based and student centered, and it includes both creating and evaluating an integrated curriculum for strategic meaning-making.

Field experience is required. *Prerequisite: Education 250 and 265. Corequisites: Education 325, 335, 355, 365, 380, and 385 or 395*.

350 Special Methods for Middle School Instruction

3 credits. A study of the process and procedures for encouraging developmentally appropriate teaching and learning at the middle school level. Field experience is required. *Prerequisite: Education 275*.

355 Writing and Language Arts in the Integrated Curriculum

3 credits. A study of writing instruction and its integration across the elementary school curriculum. Field experience is required. *Prerequisite: Education 250 and 265. Corequisites: Education 325, 335, 345, 365, 380, and 385 or 395*.

360 Creative Activities in Early Childhood Education

3 credits. A study of the developmental stages of creativity in the young child. Includes planning, implementing, and evaluating creative activities in art, music, movement, and dramatic play. *Prerequisite: Education 250 and 265*.

365 Social Studies for Elementary Education

3 credits. A study of content, teaching strategies, materials, organizing approaches, and curricula for teaching social studies in the elementary school. Field experience is required. *Prerequisite: Education 250 and 265. Corequisites: Education 325, 335, 345, 355, 380, and 385 or 395*.

371-379 Special Topics in Education

Variable credit. Topic chosen in response to student and faculty interests. *Prerequisite: permission of the instructor*.

380 Professional Portfolio II

0 credits. Development and refinement of the professional portfolio. *Corequisites: Education 325, 335, 345, 355, 365, and 385 or 395 for Elementary Education majors; Education 305 for Secondary Education majors; Musuc 233 for Music Education majors*.

385 Elementary Education Practicum

1 credit. Supervised field placement. *Prerequisites: Education 250 and 265. Corequisites: Education 325, 335, 345, 355, 365, and 380. Available only to seniors in the 2002-2003 academic year.*

395 Integrated Teaching and Learning

1 credit. A study of the understandings, skills, and dispositions associated with organizing and offering integrated learning experiences for children. Field experience is required. *Prerequisites: Education 250 and 265. Corequisites: Education 325, 335, 335, 345, 355, 365, and 380.*

400 Senior Project

1-3 credits. Students participating in the department's Honors in the Discipline Program may register for this course during semesters in which research on or writing of their project is being completed. Recognition for Honors in the Discipline is not assured by completion of this course. See Department Chair for additional information. *Prerequisite: Invitation to Honors in the Discipline Program.*

415 Reading in the Content Area

2 credits. A study of the theory and practice of secondary education with an emphasis on developmental reading and reading in the content area. *Prerequisite: Education 305. Corequisite: Education 473. Available only to seniors in the 2002-2003 academic year.*

470 Professional Internship (Elementary or Secondary Education)

16 credits. Supervised student teaching for a full semester at the level of certification. *Prerequisites: Completion of all program requirements with Education prefixes and cumulative GPA required at the time of full admission to the program.* Graded Pass/No Pass.

471 Professional Internship (Early Childhood Education)

16 credits. Student teaching for seven weeks in a pre-K setting and for seven weeks in a K-3 setting. *Prerequisites: Education 315, 320, 325, 335, 345, 355, 365, and 385 and cumulative GPA required at the time of full admission to the program.* Graded Pass/No Pass. *Available only to seniors in the 2002-2003 academic year.*

472 Professional Internship (Elementary Education)

16 credits. Student teaching at the K-6 level. *Prerequisites: Education 325, 335, 345, 355, 365, and 385 and cumulative GPA required at the time of full admission to the program.* Graded Pass/No Pass.

473 Professional Internship (Secondary Education)

14 credits. Student teaching at the 7-12 level. *Prerequisites: Education 305 and cumulative GPA required at the time of full admission to the program.* Graded Pass/No Pass.

474 Professional Internship (Dual Elementary & Early Childhood Education)

17 credits. Student teaching for a minimum of ten weeks in a K-6 setting and for six weeks in a pre-K setting. *Prerequisites: Education 315, 320, 325, 335, 345, 355, 365, and 385 and cumulative GPA required at the time of full admission to the program.* Graded Pass/No Pass.

475 Special Internship

6-8 credits. Alternative internship experience approved by the Department of Education. *Prerequisite: completion of all major program requirements except the professional internship with a minimum grade point average of 2.0*. Graded Pass/No Pass.

476 Professional Internship (Early Childhood Education)

6 credits. A supplemental professional experience to ED 470 in a pre-K setting. *Prerequisites: Education 470 and cumulative GPA required at the time of full admission to the program.* Graded Pass/No Pass.

477 Professional Internship (Special Needs Education)

6 credits. A supplemental professional experience to ED 470 in a special needs setting. *Prerequisite: Education 470 and cumulative GPA required at the time of full admission to the program.* Graded Pass/No Pass.

478 Professional Internship (Middle Level Education)

6 credits. A supplemental professional experience to ED 470 in a middle school setting. *Prerequisite: Education 470 and cumulative GPA required at the time of full admission to the program.* Graded Pass/No Pass.

479 Professional Internship (Urban Education)

6 credits. A supplemental professional experience to ED 470 in an urban educational setting. *Prerequisite: Education 470 and cumulative GPA required at the time of full admission to the program.* Graded Pass/No Pass.

480-489 Independent Study

Variable credit. Upon the initiative of the student, a program of study may be organized with a faculty member on a topic of mutual interest. *Prerequisite: Permission of Department Chair and Independent Study Committee*.

490 Exit Defense of Professional Portfolio

1 credit. Public presentation and defense of professional portfolio for graduation and certification. *Prerequisite or corequisite: Education 470.*

Elizabethtown College is in compliance with Title II of the Higher Education Act and disclosure reporting. Requests for disclosure information (i.e. teacher preparation programs, successes on passing state licensing and certification examinations, and job placement) may be obtained by contacting the Elizabethtown Education Department.

Elizabethtown Education Department on the web at: *www.etown.edu/education*

Elizabethtown faculty members are noted for their teaching, scholarship, and the personal attention they give to students. Professor Louis Martin, left, is a highly regarded member of the Department of English.

Engineering

See Department of Physics and Engineering, page 144.

Department of English

Professors: Dwyer *(Director, Literature Program)*, Martin *(Chair)*, Sarracino

Associate Professors: Downing *(Director, Professional Writing Program)*, Harman, Mead, Rohrkemper

Assistant Professors: Adams, Willen *(Director, Freshman Composition)*, Scott *(Director, Secondary Education)*

Lecturers: Isaak, Olson

Bachelor of Arts

The Department of English offers an education which stresses both the knowledge and effective use of language, and an understanding and appreciation of our literary heritage. Excellence in both writing and literary studies is the fundamental aim of the Core Program and of the rigorous and comprehensive tracks which prepare students for graduate training in English or professions such as law and medicine, for professional writing careers in a variety of fields, or for teaching at the secondary level of education.

The Literature track requires English 241 or 242, and 394; three 200 level English courses, with middle digit 2 (one of which must be prior to 1800); three 300 level English courses, one with middle digit l, and two with middle digit 9 (one of which must be prior to 1800); one English course with the middle digit 8; three English electives above the 100 level; and Modern Language 112 or higher.

The Professional Writing track requires English 185, 241 or 242, 283 or 284, 302, and 393; two 200 level courses with the middle digit 2 (one of which must be prior to 1800); two 300 level English courses, one with middle digit l, and one with middle digit 9; one English elective above the 100 level; two courses from English 382, 384, or 385; one professional writing elective from English 281, 283, 284 381, 382, 385, or 473; Computer Science 120 (MS DOS); and Modern Language 112 or higher.

The Secondary Education track requires English 185, 241, 242, 301, 302, 306, and 332; two 200 level English courses with middle digit 2 (one of which must be prior to 1800); one course from English 381, 384, or 385; one 300 level English course with middle digit 1; one English elective above the 100-level; Modern Language 112 or higher; and Education 105, 150, 215, 265, 275, 295, 305, 380, 470, and 490.

English majors in all tracks must successfully complete a Modern Language course at the 112 level, or higher, if so placed.

An English major may use one English Core Program course in addition to English 100 or English 150 to satisfy core requirements.

The Department of English offers *minors in literature and professional writing.* Each minor requires 21 credits distributed as follows:

Literature: English 241 or 242; two 200 level English courses with middle digit 2 (one of which must be prior to 1800); three 300 level English courses, one with middle digit 1, and two with middle digit 9 (one of which must be prior to 1800); and one English elective.

Professional Writing: English 185 and 241 or 242; two 200 level English courses, one with middle digit 2, and one with middle digit 8; two 300 level English courses, one with middle digit 8, and one with middle digit 9; and one English elective with middle digit 8.

The Department of English participates in the College Honors in the Discipline program. For requirement guidelines and details, the student should consult the department chair.

011 Fundamentals of Composition

3 credits. An introduction to various forms of academic prose, with an emphasis on developing students' fluency and voice in writing. *Credits are not applicable to the 125 required for graduation.* Staff.

100 Writing and Language

3 credits. **(Power of Language Core Course)** A writing course focusing on writing as a process of discovery ideas, drafting, revising, and editing. Students read, write, and speak about a variety of aspects of the power of language. *Note: A student may be placed in English 100 or 150. Those assigned to English 100 must complete this course to satisfy the Power of Learning core and may not enroll in English 150. A student placed in English 150 may not enroll in English 100.* Staff.

110 Literature: Expressive Form

3 credits. **(Creative Expression Core Course)** A study of how different forms of literature produce different aesthetic experiences and responses. Poetry, drama, short story, essay, film, and the novel are possible genres for consideration. Staff.

112 Introduction to Poetry

3 credits. **(Cultural Heritage Core Course)** A study of the English and American lyric from the Renaissance to the present day. Staff.

113 Introduction to Drama
3 credits. **(Values and Choice Core Course)** The analysis of character and motive in 8-10 plays. A psychological approach will emphasize how actions and words reveal personality. Staff.

114 Introduction to Fiction

3 credits. **(Values and Choice Core Course)** Identifying values and making choices through a study of fictional narratives: short stories, novelettes, and novels. Staff.

116 Film as Literature

3 credits. **(Creative Expression Core Course)** An introduction to film as an art form with particular attention to the discourse of film: how film "speaks" to us and how we speak about film. Prof. Rohrkemper.

121 Money and Status in American Literature

3 credits. An examination of political, philosophical and historical underpinnings of wealth in America, and of the function of status within a community including earliest visions of America as a new Eden, an abundant paradise. Students read 10 important works, and keep journals to use in discussion groups and as a source for essays. Prof. Sarracino.

135 Shakespeare Through Performance

3 credits. **(Creative Expression Core Course)** Students gain a deep critical and imaginative understanding of Shakespeare's plays and a knowledge of the Elizabethan theatre and its stage

conventions by reinforcing textual analysis with informal performance of scenes from several key works. Prof. Rohrkemper.

150 Advanced Writing and Language

3 credits. **(Power of Language Core Course)** A writing course designed to explore the writing process while studying the history of the English language, its past and present uses and powers. Students will be writing, reading, and speaking about a variety of aspects of the history and power of language. *Note: A student may be placed in English 100 or 150. Those assigned to English 100 must complete this course to satisfy the Power of Learning core and may not enroll in English 150. A student placed in English 150 may not enroll in English 100.* Staff.

185 Introduction to Professional Writing

3 credits. The varieties of discourse and research in many professional areas including instruction in basic terminology and graphic techniques. *Prerequisites: Power of Language requirement, Computer Science 120 (may be waived by departmental approval), and permission of the instructor*. Profs. Mead, Rohrkemper, Willen.

212 Forms of the Quest

3 credits. **(Creative Expression Core Course)** A study of the literature of the quest, with an emphasis on literary form as a product of individual creativity and collective culture. The class will focus on lyric forms, narrative forms, tragic forms, and comic forms in works such as Homer's *Odyssey*, Virgil's *Aeneid*, and Dante's *Divine Comedy*. *Note: This course does not fulfill the 31-(genre) requirement for English majors or minors.* Staff.

221 The Literature of Medieval England

3 credits. **(Cultural Heritage Core Course)** A study of the literature and culture of Medieval England with an emphasis on sexual roles, philosophy and cosmology, historical events, and the literary genres of this period in English history. *Course fulfills the pre-1800 requirement.* Prof. Martin.

222 Literature of the English Renaissance

3 credits. **(Cultural Heritage Core Course)** A study of the literature and culture of the Renaissance with an emphasis on sexual roles, philosophy and cosmology, political values, and the literary forms of this yeasty time of rebirth and new knowledge. *Course fulfills the pre-1800 requirement.* Prof. Martin.

223 English Neo-Classicism

3 credits. **(Cultural Heritage Core Course)** A study of the prose and poetry from the period of 1600 to 1800 with an emphasis on Dryden, Pope, Swift, Sterne, and Johnson. *Course fulfills the pre-1800 requirement.* Prof. Dwyer.

224 English Romanticism

3 credits. **(Cultural Heritage Core Course)** A study of the verse and prose of Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats, developing various concepts of Romanticism. Prof. Dwyer.

225 Victorian British Literature

3 credits. **(Cultural Heritage Core Course)** A study of prose and poetry of the Victorian Age emphasizing the relationship of the literary text to social and cultural conditions. Topics may include women and the domestic sphere, England's imperial identity, the rise of realism as a literary mode, and late-century aestheticism. Prof. Adams.

226 Twentieth Century British Literature

3 credits. **(Cultural Heritage Core Course)** An examination of British literary, cultural, and social thought in the twentieth century as evidenced in a number of literary works by authors from England and other nations of the British Commonwealth. Prof. Adams.

241 American Literature I

3 credits. **(Cultural Heritage Core Course)** This course will assume general familiarity with American history and literature and build upon that basic knowledge to explore themes in American literature from the time of the Puritan settlers through the later nineteenth century, focusing on the Civil War. Prof. Sarracino.

242 American Literature II

3 credits. **(Cultural Heritage Core Course)** An examination of American literary, cultural, and social thought from the late nineteenth century to the present, as evidenced in a number of representative texts. Prof. Rohrkemper.

245 Growing Up in America

3 credits. **(Values and Choice Core Course)** The main purpose of this course is to allow students, through a careful reading of important American novels and biographies, to better understand the distinct experiences that comprise growing up in America. In this course we will explore deeply both the uniqueness of experiences of growing up in America and the universality of shared problems, crises, challenges, and joys. Prof. Sarracino.

246 Minority Voices in American Literature

3 credits. **(Cultural Heritage Core Course)** A study of major works of American literature by writers who traditionally have been marginalized on the basis of race, class, and gender. Prof. Rohrkemper.

281 Writing and Analyzing the Short Story

3 credits. **(Creative Expression Core Course)** Students will analyze classic short stories using the language and concepts of literary criticism through discussion, oral presentations, and a major research paper. Emulating classic literary models, they will write original short stories,

revising according to detailed critiques by their peers and the instructor. *Prerequisite: Completion of Power of Language requirement.* Staff.

283 Writing for Government and the Judicial System

3 credits. A survey of the types of writing common in government, politics, and law. Students will practice basic legal analysis, statistical analysis, persuasion, and more advanced forms of legal writing such as the appellate brief. **Highly recommended to pre-law and political science majors.** *Prerequisite: Permission of instructor. Professional Writing majors must also have completed English 185.* Prof. Mead.

284 Writing in the Social Sciences

3 credits. Students will analyze articles, books, reviews, and research in the fields of psychology, political science, anthropology, sociology, history, and economics. In addition, students will practice writing a variety of research forms, including the observation, experiment, survey/interview, etc. *Prerequisite: Professional Writing majors must have completed English 185.* Alternate years. Prof. Downing.

301 History of the English Language

3 credits. A study of the evolution of the English language from its Indo-European and specifically Germanic origins into its modern form by observation of changes in vocabulary, grammar, and pronunciation. These changes are examined primarily in selected readings from Old, Middle, and Renaissance English literature. Fall semester, alternate years. Prof. Martin.

302 Grammar and Linguistics

3 credits. A summary of traditional, transformational, and transactional grammars; and structural, social, and psycholinguistics, including biological and environmental influences on language acquisition. Spring semester, alternate years. Prof. Mead.

305 Methods Seminar in Teaching Literature

4 credits. Approaches to teaching literature at the secondary level with practical application of various methodologies through internships in local middle or high schools. *Prerequisite to professional semester*. Prof. Scott.

306 Methods Seminar in Teaching Language and Composition

3 credits. The teaching of English grammar and usage with reference to teaching composition at the secondary school level and practical application of various methodologies through teaching internships in the classroom and/or the Learning Services. *Prerequisite to professional semester*. Prof. Scott.

311 Genre Studies

3 credits. A study of a particular genre such as autobiography or the nonfiction novel. Representative works will be discussed. *Since the course may vary in focus, it may be repeated for credit, providing the content is not duplicated.* Staff.

313 Studies in Drama

3 credits. A study of drama considering such issues as links between the visual and verbal representation of meaning, and the development of the concepts of comedy and tragedy. *Since the course may vary in focus from early drama to modern, it may be repeated for credit, providing the content is not duplicated.* Prof. Martin.

317 Studies in the Novel

3 credits. A study of the novel, including the development of the genre and its literary history in particular periods. Representative works will be discussed. *Since the course may vary in focus from early forms to modern, it may be repeated for credit, providing the content is not duplicated.* Fall semester. Staff.

318 Studies in Poetry

3 credits. A study of at least three major poets from one or more periods of American or English literature. Staff.

332 Shakespeare

3 credits. A study of representative works of Shakespeare. Spring semester. Prof. Martin.

352 The Fantastic in Literature

3 credits. A study of major works of fantasy (*Alice in Wonderland, The Hobbit, The Golden Key,* and others) focusing on thematic significance of "the journey" and attempting to define "the fantastic" with the kind of precision and clarity directed toward "the tragic" or "the comic." Prof. Sarracino.

357 Women and Literature

3 credits. A study of literature written by women that examines such issues as the existence of a tradition of women's writing and the use of gender as a category of analysis in literary criticism and history. Materials will include novels, drama, poetry, short stories, nonfiction, prose, and film. Prof. Adams.

371-379 Special Topics

3 credits. Courses involving specific subjects chosen in response to student/ faculty interest. Staff.

381 Creative Writing *(Poetry, Prose)*

3 credits. The writing of original poetry or prose. Graded pass/no pass. *Prerequisite: permission of instructor*. Prof. Sarracino.

382 Technical Writing

3 credits. A course emphasizing clarity and precision in writing and including instruction in oral and graphic presentation of technical and scientific information. *Prerequisite: Professional Writing majors must have completed English 185 and one 200 level Professional Writing course*. Prof. Downing.

384 Advanced Composition and Editing

3 credits. A laboratory/lecture course in advanced writing and professional editing. *Prerequisite: English 185 and permission of instructor, Professional Writing majors must also have completed a 200 level Professional Writing course.* Profs. Downing, Mead.

385 Writing for Publication

3 credits. Advanced study of the writing of nonfiction copy editing and of techniques for promoting one's own manuscripts. *Prerequisite: Permission of instructor. Professional Writing majors must have completed English 185 and a 200 level Professional Writing course.* Profs. Downing, Mead.

391 Chaucer

3 credits. A study of *The Canterbury Tales* and shorter works, with a focus on the art of the tales and on cultural issues such as the place of women in medieval society. *Note: Students who already have credit for English 331 may not enroll in this course. Course fulfills the pre-1800 requirement.* Prof. Martin.

393 Seminar in Rhetorical Theory

3 credits. A consideration of a variety of topics: history of rhetoric, linguistics, and modern heuristics in teaching writing. *Prerequisites: Professional Writing concentration, English 185, and one 200 level Professional Writing course*. Spring semesters, alternate years. Prof. Mead.

394 Senior Seminar in Literary Theory

3 credits. A seminar for literature majors on the history of literary theory and criticism. *Prerequisites: Declared English Literature concentration, or permission of the instructor*. Fall semester, alternate years. Prof. Dwyer.

395 The Renaissance Epic: Spenser and Milton

3 credits. A study of representative works by Spenser and Milton, with emphasis on issues of Renaissance culture such as religion, politics, and gender. *Note: Students who have credit for English 333 may not enroll in this course. Course fulfills the pre-1800 requirement.* Prof. Martin.

397 Major Authors

3 credits. A study of the writings of one or more American or British author(s) such as Blake/Pope, Faulkner/O'Neill, Austen/Eliot, Hall/Bly/Kinnell. *Since the authors studied may vary from term to term, the course may be repeated for credit, provided the content is not duplicated.* Staff.

470-479 Internships

1-3 credits. Internships may be requested in the student's sophomore, junior, or senior year for students proven competent or judged as having special aptitudes for the specific internship. *Applications for internships in the Department of English are due March 15 for summer and fall semesters, and November 15 for spring semester.* Prof. Downing.

480-489 Independent Studies in English

2-3 credits. A course designed to give the individual student the opportunity to pursue work in an area of major interest under the guidance of a member of the Department of English. *Prerequisite: Approval of Department Chair and the Independent Study Committee.* Staff.

Education 305 Practicum in Secondary Education

4 credits. The exploration and application of various teaching styles and strategies in the teaching of literature in the secondary-school English classroom; in-school observations and internships as paraprofessional experience. *Prerequisite: Education 230.* Staff.

Elizabethtown English Department on the web at: *www.etown.edu/english*

Department of Fine and Performing Arts

Professors: Friedly, Harrison *(Chair)*

Associate Professors: Haines, P. Ricci *(Parttime)* Schellenberg, Sevareid, Taylor

Assistant Professors: Au, Behrens, Fritz, Reese, Smith

Lecturer: Ronning

Bachelor of Arts; Bachelor of Music

The Department of Fine and Performing Arts plays a major role in fulfilling the College's mission "to nurture sound intellectual judgment, keen moral sensitivity, and an appreciation for beauty in the world." In the process of acquiring knowledge of the arts, students develop aesthetic judgment and an appreciation for the value of the arts to humanity. The department encourages students to reach their highest potentials and to use their knowledge and their talents to benefit others.

The department offers *three majors* which lead to the degrees in music: the *Bachelor of Music in Music Education, Bachelor of Music in Music Therapy, and Bachelor of Arts in Music. The Bachelor of Arts is offered in Art.* No majors are offered in the areas of dance or theatre. Minors are offered in visual art, music, and theatre.

Music has always been an important part of life at Elizabethtown College. Students participate in concert bands, orchestras, choruses and chorales, small ensembles, and groups of their own creation. Here Professor Kimberly Reese, a member of the Fine and Performing Arts Department, conducts a rehearsal in Zug Memorial Hall.

Art

The academic and the practical courses in the art program aim to refine students' creative potential, expand their judgment of the visual arts, and discern the contrasts and relationships among the arts of our Western culture and those of non-Western traditions.

Major in Art. The major in art requires Art 105, 106, 110, 120, 155, 157, 203, 205, 251, 498, and either Art 250, 260, or 270. The *studio art track* requires an additional twelve credit hours of electives from Art 204, 206, 305, 320, 352, 400 or Communications 125. The *museum studies track* requires twelve additional credit hours off-campus in museum studies. Modern Language 112 or higher is required for all majors.

Minor in Art. The minor in art requires Art 105, 106 or 120; 155 or 157; 203 or 250 or 260 or 270, and six credit hours of electives in visual arts courses. Communications 125 may be one of the elective courses.

105 Drawing I

3 credits. **(Creative Expression Core Course)** Studio practice in basic drawing media for sketching and rendering both live and inanimate subjects. Prof. Schellenberg.

106 Ceramics I

3 credits. **(Creative Expression Core Course)**. Introduction to ceramic design and history, with emphasis on fundamental construction, decorating, glazing and firing techniques, and operation of the machinery of the medium. Prof. Friedly.

110 Drawing II

3 credits. An intermediate-level course that stresses further conceptual, pictorial, and technical development beyond Drawing I, with an emphasis on personal theme and content. *Prerequisite: Art 105 or permission of the instructor*. Spring semester. Prof. Shellenberg.

120 Sculpture

3 credits. **(Creative Expression Core Course)** An exploration in the three-dimensional medium of traditional and contemporary ideas, basic problems in design, and instruction in the use of the sculptor's materials and techniques. Prof. Friedly.

155 Introduction to the History of Art

3 credits. **(Cultural Heritage Core Course)** A survey of Western traditions in the visual arts. This course provides an introduction to the painting, sculpture, crafts and architecture of the Paleolithic, Near Eastern, Egyptian, Greek, Roman, and Medieval civilizations. The invention of visual systems, the symbolic function of images, and the role of the artist as an interpreter of cultural values are discussed. Fall semester. Prof. P. Ricci

157 Introduction to the History of Art II

3 credits. **(Cultural Heritage Core Course)** The second half of the survey of the history of Western art. This course examines the painting, sculpture, crafts and architecture of Europe and the United States from the 15th to the 20th centuries. Issues discussed include the changing role of the artist in society, the development of aesthetic theories, and the impact of technology on the visual arts. Spring semester. Prof. P. Ricci.

203 American Art

3 credits. An illustrated, lecture course in present-century developments in American painting, sculpture, architecture, and the lesser arts. Fall semester. Prof. P. Ricci.

204 Watercolor

3 credits. Studio painting with transparent medium on paper. An introductory course emphasizing basic techniques and exploration of the expressive qualities of the medium. Fall semester, even-numbered years. *Prerequisite: Art 105.* Prof. Shellenberg.

205 Painting

3 credits. **(Creative Expression Core Course)** Studio easel painting in opaque media, with stress on pictorial organization and application of color theories. *Prerequisite: Art 105.* Prof. Shellenberg.

206 Ceramics II

3 credits. An intermediate-level course with emphasis on developing and refining studio techniques and integration of form and idea. *Prerequisite: Art 106.* Fall semester. Prof. Friedly.

250 Neoclassicism and Romanticism

3 credits. Traces the development of the fine arts in Europe and the United States from 1750 to 1850. The archaeological, philosophical, and roots of the classical revival are investigated. The innovations of Romanticism and the aesthetics of the Beautiful and Sublime are studied in conjunction with parallel movements in literature and philosophy. *Prerequisite: Art 157 or permission of instructor.* Fall semester. Prof. P. Ricci.

251 Printmaking I

3 credits. **(Creative Expression Core Course)** Practice in the methods of relief, intaglio, and montype, and instruction in the use of the printer's machinery. *Prerequisite: Art 105 or permission of the instructor.* Spring semester. Prof. Friedly.

260 Modernism

3 credits. A history of the Modernist movement in the fine arts of Europe and the United States from 1870 to 1970. The revolutionary theories of modernists, the deconstruction of pictorial space (abstraction), the representation of psychological space (Expressionism, Surrealism), and the aesthetics of Formalism will be analyzed. The influence of the arts of non-Western cultures on modernists will be explored. *Prerequisite: Art 157 or permission of instructor.* Spring semester, odd-numbered years. Prof. P. Ricci.

270 Non-Western Traditions

3 credits. A survey of the visual arts of India, China, Japan, Africa, and the Pre-Columbian Americas. The painting, sculpture, crafts and architecture of these civilizations are studied in the context of local religious and political traditions. The cultural interaction of Western and non-Western visual styles is discussed with particular attention to the impact of Japanese and African art on European Modernism. Spring semester, even-numbered years. Prof. P. Ricci.

305 Painting II

3 credits. An intermediate level course with emphasis on developing and refining technique and concept. A continuation of the formal issues surrounding color and composition presented in Art 205. *Prerequisite: Art 205.* Fall semester. Prof. Shellenberg.

320 Sculpture II

3 credits. A continuation of Art 120 with further exploration of possible three-dimensional mediums and development of the methods used for traditional, modern and contemporary sculpture. *Prerequisite: Art 120.* Spring semester. Prof. Friedly.

352 Printmaking II

3 credits. A continuation of Art 251 with further exploration in the methods of relief, intaglio, and monotype printmaking and further instruction in the use of the printer's machinery. *Prerequisite: Art 251.* Spring semester, as needed. Prof. Friedly.

401 Advanced Studies in Ceramics

3 credits. Advanced study with emphasis on conceptual, pictorial, thematic, and technical development. *Prerequisite:: permission of instructor.* Offered as needed. Prof. Friedly.

402 Advanced Studies in Drawing

3 credits. Advanced study with emphasis on conceptual, pictorial, thematic, and technical development. *Prerequisite:: permission of instructor.* Offered as needed. Prof. Schellenberg.

403 Advanced Studies in Painting

3 credits. Advanced study with emphasis on conceptual, pictorial, thematic, and technical development. *Prerequisite:: permission of instructor.* Offered as needed. Prof. Schellenberg.

404 Advanced Studies in Printmaking

3 credits. Advanced study with emphasis on conceptual, pictorial, thematic, and technical development. *Prerequisite:: permission of instructor.* Offered as needed. Prof. Friedly.

405 Advanced Studies in Sculpture

3 credits. Advanced study with emphasis on conceptual, pictorial, thematic, and technical development. *Prerequisite:: permission of instructor.* Offered as needed. Prof. Friedly.

498 Senior Seminar/Portfolio

3 credits. A capstone course required by all majors that provides opportunities for advanced research and development in studio and gallery/museum related work. The course is designed to build and enhance the resumé and to introduce the practical functions, operations, and workings for a career in art. Spring or Fall semesters as needed. Profs. Friedly, Ricci, Schellenberg.

Music

The music unit provides opportunities for all college students to study and experience music at all levels. Music majors are chosen through an audition/interview process in which their performance and listening skills as well as their aptitudes for music education or music therapy are tested. All music majors develop the performance and listening skills necessary to become musicians, and are well-grounded in music history, theory, and literature. Specific professional skills are developed by the majors in music education and music therapy, while liberal arts majors are introduced to a broad spectrum of knowledge about music. All students are prepared for potential graduate study in an area of their choice. Elizabethtown College is an accredited institutional member of the National Association of Schools of Music.

The department has adopted requirements for junior standing for music majors. A copy of these requirements is available in the department office.

The Music Education major requires Music 100 (7 semesters), 101, 102, 103, 104, 110, 111 or 133, 117, or 119, 118 or 268, 121, 122, 131, 132, 203, 204, 205, 217, 218, 221, 230, 231, 232 or 239, 233, 234, 237, 238 or 119, 240, 321, 322, 330, 331, 332, 333, 334, 343, 344, 433, 434, 440, 471, 491; a minimum of eight additional credits of applied music study, a minimum of nine semesters in ensemble participation (two semester of MU 363 required), a senior recital, proficiency examinations in piano, voice and guitar, and Education 105, 150, 215, 380 and 490. Upon completion of this degree program, students are eligible to obtain the Pennsylvania Instructional I Teaching Certificate. The music education major is approved by the Pennsylvania Department of Education.

The Music Therapy major requires Music 100 (8 semesters), 101, 102, 103, 104, 110, 111 or 117, 118 or 268, 121, 122, 150, 151, 152, 203, 204, 205, 217, 218, 221, 234, 241, 253, 254, 321, 352, 354, 355, 356, 440, 455, 456, 457, 458, 479, and 499; a minimum of eight additional credits in applied music instruction; a senior recital; a minimum of six credits in ensemble; and proficiency examinations in piano, voice, and guitar. Also required are Biology 201, Psychology 221 and 225. Specific courses to be included in the student's Core Program are Biology 105 or 111, Mathematics 151, and Psychology 105. A six-month internship in an approved clinical facility is required for the music therapy degree and is taken after the completion of the four-year music therapy program. Upon completion of this degree program, students are eligible to sit for the Music Therapy Certification Board examination leading to Board Certification as a Music Therapist. The music therapy program is approved by the American Music Therapy Association.

In order to graduate, a Music Therapy or Music Education major must maintain the following standards:

1. *A music therapy major* must earn a grade of *C*- or better in all music and music therapy courses. *A music education major* must earn a grade of *C*- or better in all music and music education courses as well as in Education 105 and 490.

2. *Music therapy majors* must satisfy the standards and requirements in all field work education, including clinical practicums and the internship. *Music education majors* must satisfy the standards and requirements of the educational practicum and student teaching experiences.

The music requirements of the *bachelor of arts degree in music* are flexible and are determined by the needs and interests of each student. Under the guidance of a departmental advisor, the student works out a program which includes at least 40 credits of music courses. *The bachelor of arts in music* normally includes Music 100 (8 semesters), 101, 102, 103, 104, 110, 111 or 117, 118 or 268, 121, 122, 203, 204, 205, 217, 218, 221, 321, 322, 419, 440, 441, 499; ten additional credits in applied music, a senior recital, and three hours of ensemble credit. The student must complete Modern Language 112 (or a higher course if so placed by testing).

The minor in music provides students with opportunities to acquire and develop skills in music theory, music performance, music history and literature, and allows each student to pursue his or her personal musical interests .

The minor in music requires Music 101-103 or 305, 110, 121; 441 or 205 or 242 or 243; four credits of instruction on one instrument or in voice, with registration in Music 100 (Repertoire Class) in each of the same semesters; minimum of two credits of music ensemble participation; and a minimum of three credits of music electives.

A student electing to minor in music must consult with the department chair who assigns a music faculty member to assist the student's academic advisor as necessary.

The Department has a Preparatory Division which offers instruction to pre-college students, adults, and college students who desire to take instruction without credit. Instruction is available from departmental faculty and other qualified teachers. Interested persons should contact Prof. Debra Ronning, director of the Preparatory Division.

100 Repertoire Class

0 credit. This class provides performance opportunities for students in applied music. It meets for 1 hour each week and is required for all music majors and minors who are enrolled for applied music instruction.

101 Theory of Tonal Music I

3 credits. The two semesters of Theory of Tonal Music deal with the construction and analysis of common-practice music from around 1700 to 1900. The first semester begins with norms of four-part harmony and melodic/harmonic constructs. Diatonic harmonic and closely-related modulation norms are covered as well as binary and ternary forms. *Prerequisite: Mu 110.* Spring semester.

102 Theory of Tonal Music II

3 credits. The two semesters of Theory of Tonal Music deal with the construction and analysis of common-practice music from around 1700 to 1900. In this second semester, emphasis is placed on advanced chromaticism and modulation, and extended tertian harmony. Forms studied include theme and variation, sonata, and rondo. An overview of fugal procedures is included. *Prerequisite: Mu 101.* Fall semester.

103 Fundamentals of Sight Singing and Training

1 credit. Music reading and ear training according to the Kodaly concept using syllables based on moveable "Do," kinesthetically reinforced by hand signs. Study and drill in rhythm will include the use of the basic beat patterns. Linear dictation including rhythmic elements. Aural skills related to theoretical analytical materials covered in Music 101. *Corequisite: Music 101*. Spring semester.

104 Sight Singing and Ear Training

1 credit. A continuation of Music 103 including chromaticism, modulation, modes and more difficult rhythms and intervals, C clefs. *Prerequisite: Music 103 or permission of instructor.* Fall semester.

105 Introduction to Music Literature

3 credits. **(Cultural Heritage Core Course)** Introduction to the music of the Western world, major composers, and selected famous compositions, with emphasis on listening to music from the Baroque era to the present.

110 Basic Musicianship

3 credits. Designed to introduce students to basic theoretical concepts, terms, and aural skills essential to becoming a professional musician. An overview of Western music history including styles, genre, selected composers and specific works will be included. Fall semester. Prof. Haines.

111 Voice Class

1 credit. The fundamentals of breath control, tone production, and development of vocal technique. Open to all students.

115 Music Fundamentals at the Keyboard

3 credits. **(Creative Expression Core Course)** This course provides the student with basic skills in producing and reading music at the keyboard. Attention is given to ear training, basic keyboard technique, and musicianship, as well as to sight reading. The course utilizes the department's digital piano laboratory. Daily practice is required. Spring semester.

117 Piano Class I

1 credit. Basic piano skills. **Required of all music majors** whose first applied instrument is not piano. *Prerequisite: music major. The department reserves the right to offer this course as private lessons if fewer than 5 students are enrolled.* Fall semester. Prof. Ronning.

118 Piano Class II

1 credit. A continuation of Mu 117, including more difficult harmonic progressions and technical skills. *Prerequisite: music major. The department reserves the right to offer this course as private lessons if fewer than 5 students are enrolled.* Spring semester. Prof. Ronning.

119 Guitar Class

1 credit. An introductory course emphasizing studies in basic chords and note reading. Course also surveys various guitar styles, the performers, music, and types of guitars. *The department reserves the right to offer this course as private lessons if fewer than 5 students are enrolled.* Fall semester. Prof. Cullen.

120 Guitar Class

1 credit. A continuation of Music 119 with emphasis on bar chords, accompaniment patterns, and note reading. Includes an introduction to classical guitar technique, history, performers, and classical literature. *Prerequisite: Music 119 or permission of instructor. The department reserves*

the right to offer this course as private lessons if fewer than 5 students are enrolled. Spring semester. Prof. Cullen.

121 History of Tonal Music I

2 credits. The two semesters of History of Tonal Music offer a broad study of the technical, stylistic, and social/historical developments related to Western music and musicians, as well as familiarity with examples of great music from around 1700-1900, the period of common harmonic practice. This first semester begins around the year 1700, towards the end of the Baroque Era, and continues to the end of the eighteenth century. Examples of the music and styles being discussed will be ever present. As much as possible, this study is coordinated with the study of Tonal Theory in Mu 101. *Prerequisite: Mu 110, Basic Musicianship; Corequisite: Mu 101, Theory of Tonal Music I.* Spring semester.

122 History of Tonal Music II

2 credits. The two semesters of History of Tonal Music offer a broad study of the technical, stylistic, and social/historical developments related to Western music and musicians, as well as familiarity with examples of great music from around 1700-1900, the period of common harmonic practice. This second semester concentrates on the nineteenth century. Examples of the music and styles being discussed will be ever present. As much as possible, this study is coordinated with the study of Tonal Theory in Mu 102. *Prerequisite: Mu 121, History of Tonal Music I; Corequisite: Mu 102, Theory of Tonal Music II.* Fall semester.

130 Introduction to Music Education

1 credit. This course will be the future music educator's first exposure to the profession. Students will begin to explore the role of teacher through peer teaching episodes and observations of practicing music educators. Print and electronic resources available to music educators also will be investigated. Fall semester. Prof. Smith.

132 Foundations of Music Education

1 credit. Students will study the history of general and music education in the United States and philosophical influences on the profession. Spring semester. Prof. Smith.

133 Diction for Singers

1 credit. The course will enable students to sing standard repertoire in English, Italian, German, French, Latin and Spanish with correct pronunciation. Prior knowledge of the International Phonetic Alphabet or permission of the instructor is required. Fall semester. Staff.

150 Professional Seminar

0 credit. A weekly seminar for music majors enrolled in professional degree programs. Guest speakers, faculty, and students present topics of mutual interest, including career development, application of music skills, and professional service. Required of music therapy and music education majors each semester.

151 Music Therapy I: Introduction

1 credit. An introduction to the field of music therapy. Topics include the theoretical, historical, and sociological rationale supporting the field as well as an overview of basic clinical practice and research methods. Emphasis is on a broad knowledge of the field resulting in a generalized understanding of the current state of practice and research. Clinical observation and in-class simulations are included with emphasis given to two populations as the semester progresses. *Prerequisite: music major or permission of instructor.* Fall semester. Prof. Behrens.

152 Music Therapy II: Populations

2 credits. A continuation of Mu 151 with emphasis on the potentials of music therapy with a variety of clinical populations. The content includes a survey of various populations with whom music therapists work, focusing on the characteristics and needs of each group, general treatment approaches, and methods for incorporating music therapy. Students are introduced to the therapeutic traits and basic interaction skills involved in counseling. Weekly observation required. *Prerequisite: Mu 151.* Spring semester. Prof. Beherens.

203 Advanced Sight Singing and Ear Training

1 credit. Continued emphasis on reading and dictation skills with concentration on modulation and chromaticism using some 20th-century material. C clefs. *Corequisite: Music 201*. Spring semester.

204 Advanced Sight Singing and Ear Training

1 credit. A continuation of Music 203 with concentration on reading atonal melodies and 20th-century material. Fall semester.

205 Music of Non-Western Cultures

3 credits. Contemporary music indigenous to eight non-Western geographic regions of the world are studied and compared in terms of tonal and rhythmic attributes, and as an approach to promoting sociocultural awareness. Spring semester.

217 Keyboard Harmony I

1 credit. Scale harmonizations, modal harmonizations, figured bass realization, and transposition of simple instrumental melodic lines. *Prerequisite: Mu 118, Piano Class II or permission of instructor*. Fall semester. Prof. Ronning.

218 Keyboard Harmony II

1 credit. A continuation of Mu 217 involving further scale harmonizations, modulations, transpositions, and emphasizing a variety of accompaniment styles. *Prerequisite: Mu 217, Keyboard Harmony I.* Spring semester. Prof. Ronning.

221 Twentieth-Century Music

3 credits. A study of the compositional techniques, materials, history, and styles of Western music in the twentieth century. Specific important composers and selected works of music as well as social/historical developments related to Western music will be the central focus. *Prerequisite: Mu 102.* Spring semester.

230 Music Teaching and Learning

2 credits. In this course students will discover how children learn music and the role of Music Learning Theory in facilitating that process. Peer teaching and school observations will be an integral part of the course experience. Fall semester. Prof. Smith.

231 Brass I

1 credit. This course will provide an overview of pedagogy for all brass instruments. Methods of tone production, fingerings or positions, care and repair, and methods and materials for teaching all brass instruments will be explored. Emphasis this semester will be on trumpet/cornet and trombone. *The department reserves the right to offer this course as private lessons if fewer than 5 students are enrolled.* Fall semester. Prof. Reese.

232 Brass II

1 credit. A continuation of Music 231, this course will examine methods of tone production, fingerings, care and repair, and methods and materials for brass instruments. Emphasis this semester will be on French horn, baritone and tuba. *The department reserves the right to offer this course as private lessons if fewer than 5 students are enrolled.* Spring semester. Prof. Reese.

233 Music Curriculum and Assessment

2 credits. This course will introduce the future music educator to the process of curriculum development and the assessment of music teaching and learning. Model curricula based on national and state standards will be reviewed. Standardized and teacher-designed tests will be examined for their applicability to curriculum assessment. Students will design a one year curriculum and plan accompanying assessments. Spring semester. Prof. Smith.

234 Percussion Class

1 credit. Methods of tone production, care and repair, and methods and materials for teaching snare drum, cymbals, timpani, and other percussion instruments. *The department reserves the right to offer this course as private lessons if fewer than 5 students are enrolled.* Fall semester. Prof. Fitz.

235 History of Jazz

3 credits. Exploration of the origins and development of jazz as an American art form. Offered on demand.

237 String Class I

1 credit. Method of tone production, fingerings, care and repair, and methods and materials for teaching violin and cello in individual and class settings. *The department reserves the right to offer this course as private lessons if fewer than 5 students are enrolled.* Fall semester.

238 String Class II

1 credit. Method of tone production, fingerings, care and repair, and methods and materials for teaching viola and double bass in individual and class settings. *Prerequisite: Music 237. The department reserves the right to offer this course as private lessons if fewer than 5 students are enrolled.* Spring semester.

239 Vocal Pedagogy

1 credit. This course will provide an introduction to the fundamentals of teaching singing. Students will examine the physiology of the voice, vocal sound production, care of the voice, teaching techniques and other related topics. Spring semester. Staff.

240 Conducting Laboratory

0 credits. In this course, students will become familiar with standard instrumental and choral repertoire and observe advancd conducting techniques by serving as a laboratory ensemble for Music 322 (Conducting II). Fall semester. Prof. Fritz.

241 Clinical Music Skills

3 credits. The development of music and non-music skills and concepts related to conducting entry level music therapy sessions with emphasis on the development and application of planning, leadership, documentation, and music performance skills in therapeutic settings. *Prerequisite: music major of permission of instructor.* Fall semester. Prof. Behrens.

242 Mozart and Eighteenth-Century Classicism

3 credits. **(Cultural Heritage Core Course)** Study of a symphony, a sonata, a string quartet, several concerti, lieder, an opera, masses and other sacred choral works by Mozart provides understanding of how the composer exemplified eighteenth-century classicism in his music. Not offered 2001-02.

243 Beethoven, Classicism and Romanticism

3 credits. **(Cultural Heritage Core Course)** A study of the life and works of Ludwig van Beethoven. Beethoven stands as the musical Titan who bridged classicism and romanticism, the aesthetic parallels to reason and emotion. Students will develop an understanding of the intellectual and emotional choices made by Beethoven in his creative process and the historical and cultural environment in which those choices were made, and they will thereby better understand the basic human conflict between reason and emotion. Fall semester. Prof. Harrison.

253 Music Therapy III: Techniques

2 credits. A continuation of Mu 241 involving the development of non-music and music skills and concepts related to conducting entry level music therapy sessions. Includes the study of behavioral and other techniques as applies to music therapy clinical practice with emphasis on the observation and documentation of treatment. An introduction to beginning counseling skills and specific music techniques and methods is also presented. *Prerequisite: Music 241.* Spring semester. Prof. Behrens.

290 Composition

1 credit. Development of skills in composing. Emphasis on creation of original works for a variety of media with performance as final product. Can be taken repeatedly for credit. *Prerequisite: Music 101 and permission of instructor.* For enrollment beyond two terms, Music 419 is required.

305 Teaching Music in the Elementary Classroom

3 credits. Provides students opportunities to develop skills in singing, song leading, listening, creating, and performing. Emphasizes applying knowledge and skills to provide musical experiences for young children and work with music specialists. Includes observation of music instruction and performance. Fall semester. Prof. Smith.

321 Conducting I

2 credits. Instruction in the fundamentals of conducting. Topics include conducting techniques, instrumental methods and problems, score reading, and interpretation. *Prerequisites: Music 202 and 204; or permission of instructor*. Spring semester. Prof. Reese.

322 Conducting II

2 credits. A continuation of Music 321 with an emphasis on choral techniques. *Prerequisite: Music 321*. Fall semester. Prof. Fritz.

330 General Music Methods and Materials

2 credits. This course will prepare students to teach elementary, middle and high school general music classes. Students will be expected to plan and deliver general music lessons, interpret and apply contemporary music education pedagogies and develop a reflective process to evaluate the effectiveness of their teaching and plan for improvements. Fall semester. Prof. Smith.

331 General Music Field Experience

1 credit. This course will provide practical application of the skills learned in Music 330. Observations and field placement in a general music setting will be required. Fall semester. Prof. Smith.

332 Music Technology

1 credit. Students will develop and practice skills in music technology. Students will review current trends in music Computer Aided Instruction, develop skills in the use of audio and video

recording equipment and gain expertise in the use of various music production-related software and computer data bases. Spring semester. Staff.

333 Choral Music Methods and Materials

2 credits. In this course students will learn to select, analyze and prepare appropriate choral literature. Future choral directors will be expected to demonstrate proper vocal technique, appropiate strategies for guiding singers in a choral rehearsal and knowledge of administrative activites specific to choral directors. Spring semester. Prof. Fritz.

334 Choral Music Field Experience

1 credit. This course will provide practical application of the skills learned in Music 333. Observations and field placement in a general music setting will be required. Spring semester. Prof. Fritz.

343 Woodwind Class I

1 credit. Methods of tone production, fingerings, maintenance, care and repair, and methods and materials for teaching flute, oboe, clarinet, bassoon, and saxophone. *The department reserves the right to offer this course as private lessons if fewer than 5 students are enrolled.* Fall semester. Prof. Butts.

344 Woodwind Class II

1 credit. A continuation of Music 343. *Prerequisite: Music 343. The department reserves the right to offer this course as private lessons if fewer than 5 students are enrolled.* Spring semester. Prof. Butts.

352 Psychology of Music

2 credits. Study of acoustics and the psychology of music as they relate to life and working with individuals from a variety of different clinical populations. Begins with a brief introduction to the research literature. An examination of the phenomenon of music and the influence of music on people will follow. *Prerequisite: Mu 151, Mu 152*. Fall semester. Prof. Behrens.

354 Music Research Methods

2 credits. A continuation of the introduction to research methods begun in Mu 352. Emphasis is on developing a basic understanding of the concepts involved in conducting, reading, and evaluating research in music therapy. Additional topics within the areas of acoustics and psychology of music also are discussed from a research perspective. *Prerequisite: Mu 352.* Spring semester. Prof. Behrens.

371-379 Special Topics

Variable credit. This sequence of courses permits the Department to offer courses to any group of students who express an interest in a particular area of study that is not a regular part of the curriculum. Staff.

419 Counterpoint

2 credits. A study of contrapuntal techniques of the sixteenth through twentieth centuries through representative composers and original compositions. *Prerequisites or corequisites: Music 221 and 204*. Spring semester.

431 Piano Methods and Materials

2 credits. Modern methods in teaching piano to children, youth, and adults. Course includes a survey of teaching materials for various stages of progress, teaching demonstrations, and experience. *Credit for Music 431 is given only upon completion of Music 432. Prerequisites: two semesters of Music 269.*

432 Piano Methods and Materials

2 credits. A continuation of Music 431. *Prerequisite: Music 431*.

433 Instrumental Music Methods and Materials

2 credits. The development of instrumental teaching skills for individual, small group and ensemble instruction will be the focus of this course. Philosophical considerations related to the role of instrumental music education and applications of Music Learning Theory will provide the framework for this course. Selection of appropiate method book materials, ensemeble literature and materials, rehearsal planning and techniques, and the development of a curricular approach to performance ensembles will be emphasized. Fall semester. Prof. Reese

434 Instrumental Music Field Experience

1 credit. This course will provide practical application of the skills learned in Music 433. Observations and field placement in a general music setting will be required. Fall semester. Prof. Reese

440 Arranging

2 credits. Arranging music for large and small ensembles; class performance of student works is combined with a study of the characteristics of each standard instrument and instrumental group. *Prerequisites: Music 202, 204.* Fall semester.

441 History of Early Music

3 credits. A broad chronological study of the technical, stylistic, and social/historical developments related to Western music and musicians beginning with the music of the ancient Greek civilizations and especially emphasizing the development of polyphony until about the year 1700. Recorded and printed examples of the music and styles being discussed will be ever present. *Prerequisites: Mu 110, Basic Musicianship or permission of instructor.* Spring semester. Prof. Harrison.

455 Music Therapy IV: Principles

2 credits. A survey of literature on the nature, principles, and theory of music therapy, including practice and research. Emphasis will be on the application of these principles according to specific client populations and preparation for clinical internship. *Prerequisite: Mu 151, Mu 152, Mu 241, and Mu 253*. Fall semester. Prof. Behrens.

456 Music Therapy V: Practices

2 credits. A study of various philosophies and practices as related to the implementation of treatment within music therapy. Emphasis is on the integration of the knowledge and skills associated with the practice of music therapy and issues related to professional employment. *Prerequisite: Mu 455*. Spring semester. Prof. Behrens.

254, 355, 356, 457, 458 Practical Experiences I-V: Music Therapy

1 credit each. Supervised field experiences (observation and participation) in an approved clinical facility. A minimum of thirty hours for each clinical experience is required. Music therapy majors only. *Prerequisites: Music 151, 152, and 241.* Staff.

471 Professional Internship in Music Education

12 credits. Teaching experience and observation in elementary and secondary music classes. Instrumental and vocal emphases vary with student strengths and needs. *Prerequisite: permission of department.* Graded Pass/No Pass. Profs. Reese, Smith.

479 Professional Internship in Music Therapy

0 credit. Six months of supervised practical experience with a registered music therapist in an AMTA approved facility. Taken only after completion of all other music therapy degree requirements. *Prerequisite: permission of instructor*. Graded Pass/No Pass. Prof. Haines.

481-489 Independent Study

Variable credit. The purpose of this course is to offer individual students opportunities for musical composition, arranging, performance or research under faculty supervision. *Prerequisite: Approval of Department Chair and Independent Study Committee.* Staff.

491 Student Teaching Seminar

0 credits. This course will provide a forum for students to discuss and analyze issues pertinent to their current student teaching experience and those relevant to their future profession. Interview techniques, Pennsylvania State Department of Education requirements and other topics proposed by the class will comprise the course content. Prof. Reese or Smith.

499 Seminar in Musicology

2 credits. A capstone course for all music majors. It offers experience in the techniques of research about music, including bibliography, analysis of materials, and communication of conclusions. A substantial research project is required. *Prerequisites: Junior standing in music;*

completion of all music courses in basic musicianship: Mu 122, 204, 205, 218, 221, and 321. Fall Semester. Prof. Harrison.

Applied Music and Ensembles

Students who register for applied music for credit must meet minimum standards established by the department and should contact the department office for a list of standards for each applied area. Students who have not attained the level necessary for credit may study through the Preparatory Division. Students in applied music advance as rapidly as their abilities permit. They must study technical exercises and literature from various musical periods and styles. Applied music lessons may be counted for the core requirement in creative expression if taken for three semesters.

Students may register with or without credit for the established music ensembles and for other ensembles organized under faculty supervision; ensemble registration for credit may be repeated. All students must meet the standards for attendance at rehearsals and public performances established by the faculty directors. Ensembles are graded Pass/No Pass.

268 Voice

1 credit. Profs. Drackley, Mekeel.

269 Piano

1 credit. Music therapy and music education majors whose principal instrument is not piano or organ must enroll in Music 117 before Music 269. Profs. Harrison, Kurtz, Ronning, Whitten.

270 Organ

1 credit. Prof. Kurtz.

271 Violin

1 credit. Prof. Daetsch.

272 Viola

1 credit. Prof. Daetsch.

273 Cello

1 credit. Prof. Zurfluh.

274 String Bass

1 credit. Prof. Zurfluh.

275 Guitar

1 credit. Prof. Cullen.

276 Flute

1 credit. Prof. McKay

277 Clarinet

1 credit. Prof. Butts.

278 Oboe

1 credit. Prof. O'Donnell.

279 Bassoon

1 credit. Ober.

280 Saxophone

1 credit. Prof. Butts.

281 Trumpet

1 credit. Prof. Mergen.

282 French Horn

1 credit. Prof. Reese.

283 Trombone

1 credit. Prof. Moore.

284 Baritone/Euphonium

1 credit. Prof. Moore.

285 Tuba

1 credit. Prof. Moore.

Students at Elizabethtown College have many opportunities to express themselves and develop talents outside the classroom. Students participate in music, theatre, sports, affinity clubs, and service-learning.

286 Percussion

1 credit. Prof. Fitz.

360 Chamber Music

1/2 credit. General chamber music course from which groups such as Brass Ensemble, Wind Ensemble, String Ensemble, Woodwind Ensemble, Chorale, Piano Trio, and Piano Ensemble will be formed as need arises. Graded Pass/No Pass.

361 Concert Choir

1 credit. Acceptance based upon auditions by appointment. In addition to giving several performances on campus each year, this group sings concerts in churches and schools on its annual tour. Graded Pass/No Pass. Prof. Fritz.

362 Choral Union

1/2 credit. Vocal ensemble open to any member of the student body (without prior audition). Its sections (SATB or SSA) are determined by the enrollment per part. Graded Pass/No Pass. Not offered 2000-01.

363 Elizabethtown College - Community Chorus

1 credit. Vocal ensemble open to any member of the student body and local community without audition. Literature performed will include works from the standard choral repertoire, contemporary selections and music of varying cultures and periods. Graded Pass/No Pass. Profs. Fritz, Smith.

365 Orchestra

1 credit. Open to all qualified students; acceptance subject to approval by director. Presentation of several concerts during the year. String, chamber, and full orchestra music is performed. *Prerequisite for winds and percussion: permission of instructor*. Graded Pass/No Pass. Prof. Zurfluh.

368 Jazz Lab

1/2 credit. The Jazz Lab offers small groups of students instruction in the basic skills of improvisation, stylization, and performance. The lab complements the jazz component of the Concert Band. Graded Pass/No Pass. Prof. Moore.

369 Concert Band

1 credit. Open to all qualified students; acceptance subject to approval by director. Performances include the annual winter and spring concerts and a number of off-campus appearances. Graded Pass/No Pass. Prof. Reese.

Theatre and Dance

The *Theatre minor* provides the student with opportunities to acquire and develop a broad range of skills and knowledge in theatre performance/literature.

The *Theatre minor* requires the following: Theatre 105, 155, 165, 360, 320 or 365, Dance 101; two courses from English 113, 135, 313, 332, Theater 340. One of which must be at the 300 level.

105 Introduction to Theatre

3 credits. **(Cultural Heritage Core Course)** Introduction to the various interrelated arts and disciplines that make up theatre performance and production, such as acting, playwriting, directing, and scene design. Emphasis is on history, literature, and theory, with support from a textbook, audio-visual aids, analysis of scripts, and possibly one or more field trips. Prof. Sevareid.

155 Introduction to Theatre Technology

3 credits. **(Creative Expression Core Course)** Examination and application of theatre staging, design, and lighting. Topics include scenery design and construction, execution of technical effects, and theatre safety. Prof. Fritz.

165 Basic Acting

3 credits. **(Creative Expression Core Course)** Theory and practice of the art and craft of the stage actor. Skills are developed in voice, body involvement, script analysis, style and theory. Students participate in projects requiring the memorization, creation, and presentation of scenes. Prof. Sevareid.

255 Design and the Theatre

3 credits. A course emphasizing the artistic interpretation of dramatic literature as stage designs and the methods for presenting these concepts. Drawing and drafting skills are not required for this course. *Prerequisite: Theatre 155.*

320 Directing for the Theatre

3 credits. Technique and practice of directing for the stage.

340 Twentieth-Century American and British Drama

3 credits. The reading and discussion of selected American and British plays and of theatrical developments in the 20th Century that have shaped contemporary dramatic literature and theatre.

360 Theatre Performance Practicum

0 credit. Satisfactory completion of performance in major college theatre production. Prof. Sevareid.

365 Advanced Acting

3 credits. An advanced course in acting techniques and styles. Students will study, interpret, and perform scenes from classic dramas in theatre history from the Greeks to the Absurdists. *Prerequisite: Theatre 165.* Prof. Sevareid.

Dance

DA 101 Introduction to Modern Dance

1 credit. **(Physical Well Being Core Course)** An introduction to modern dance techniques and aesthetics. Course work includes physical conditioning techniques, interpretive/creative movement experiences, and modern dance technique basics. Reading, discussion, writing, and viewing contemporary dance facilitate an overall appreciation of dance as an art form. Course includes athletic, creative, and cognitive participation. Graded Pass/No Pass. Prof. Jenkins.

DA 102 Introduction to Ballet

1 credit. **(Physical Well Being Core Course)** An introduction to classical ballet techniques, vocabulary (French), and athletic conditioning for ballet. Course work includes floor barre, barre, center floor and locomotor combinations. Ballet films, discussions, readings, and writing about ballet aesthetics are included in addition to fundamental of ballet technique. Graded Pass/No Pass. Prof. Jenkins.

DA 103 Introduction to Jazz Dance

1 credit. **(Physical Well Being Core Course)** An introduction to jazz dance styles from an eclectic perspective. Course emphasizes physical dance conditioning, jazz technique fundamentals, and performance styles. Class work also includes experiences in viewing, discussing, writing about dance and creating jazz dance combinations. Graded Pass/No Pass. Prof. Jenkins .

Elizabethtown Fine and Performing Arts Department on the web at: *www.etown.edu/fapa*

Forestry and Environmental Management

See Interdisciplinary Programs, page 177.

French

See Department of Modern Languages, page 124.

General Science Certification

See Interdisciplinary Programs, page 180.

German

See Department of Modern Languages, page 124.

Department of History

Professors: Vassady *(Chair),* Winpenny

Associate Professor: Brown

Assistant Professors: Covington, Kokolus

Bachelor of Arts

The study of history is a valuable component of a liberal arts education as well as a vital link to our individual and collective heritage. Historians seek to identify those events and individuals in the past which inform and shape contemporary society. Through an understanding of how civilizations, cultures, and institutions have formed and evolved over time, we are able to better comprehend ourselves and the general human condition. "History teaches us so nearly," an English historian once remarked. "It is so deep a question of life and death, that we are bound to find our way through it, and to owe our insight to ourselves."

The department's program is designed to prepare students for further study in a variety of disciplines including history, law, library science, museum studies, government, and theology. History is also an excellent preparation for careers in education, business, and government services.

The *History major* requires that a student satisfactorily complete thirty-nine (39) credit hours of course work in history: three credit hours of History 111 or 115 (or equivalent); six credit hours in United States history; six credit hours in European history; three credit hours in non-United States, non-European history courses; and twenty-one (21) credit hours in history electives. History majors must successfully complete a Modern Language course at the 112 level (or higher if so placed).
History is one of the major areas in the Social Studies major which prepares a student for certification to teach in secondary schools. Students with interest in this area should read the detailed descriptions in the interdisciplinary section of this catalog.

A student may acquire a bachelor of arts degree as a history major and receive certification in social studies. For further explanation, speak to a member of the Department of History.

Combinations which allow the student to major in history and to pursue training for other careers are possible. For example, a student may major in history and also take a recommended program of courses in business. Consult with members of the department for other options in combination with communications, political science, or other program areas.

For a *History minor,* the student must successfully complete 18 credit hours of course work, composed of the following courses: three credit hours of History 111 or 115, and five additional 200 and 300 level history courses. Students with specific career or personal interests are encouraged to discuss these with the department chair.

The Department of History participates in the College Honors in the Discipline program.

For guidelines and details as to requirements, the student should consult the department chair.

111 American Biography

3 credits. **(Values and Choice Core Course)** Introduces college students to the study of American history through the analysis of both biography and autobiography. The core theme of Values and Choice provides guidelines and direction for the analysis. Students will be expected to identify the values both implicit and explicit in the lives critically examined, and determine how the values shaped individuals and thus the course of history. Staff.

115 Modern European History

3 credits. **(Cultural Heritage Core Course)** An examination of the major developments that have taken place in European history since 1500. This course will not survey all of the developments over 500 years, but choose those that seem significant in their impact on subsequent developments. Staff.

201 History of the United States to 1877

3 credits. **(Social World Core Course)** An examination of the major developments in U.S. history from the beginning to 1877. This course will include a discussion of interpretations of the American past. Fall semester. Profs. Brown, Winpenny.

202 History of the United States since 1877

3 credits. **(Social World Core Course)** An examination of the major developments in U.S. history since 1877. This course will include interpretations of the American past. Spring semester. Profs. Brown, Winpenny.

205 China and Japan

3 credits. A survey of the recent history of China and Japan focusing on the revolutions, civil wars, and global conflicts that have shaped East Asia over the last 150 years. Prof. Brown.

208 Technology and Values in the American Experience

3 credits. **(Values and Choice Core Course)** An effort to understand the values implicit in the choices that have been made in substituting a newer technology for an older technology throughout American history. Transportation, systems of production, the generation of power, medicine, and armaments constitute areas of particular emphasis. Prof. Winpenny.

210 Europe Since 1870

3 credits. **(Cultural Heritage Core Course)** An examination of major political, social, and cultural developments in Europe from 1870 to the present. Prof. Covington.

212 Race and Ethnicity in American History

3 credits. **(Values and Choice Core Course)** An analysis of the 19th and 20th century historical experiences of ethnic and racial groups in America with a focus on the value systems they brought to America and the American value system by which they and their children were judged after their arrival here. Prof. Vassady.

215 English History

3 credits. **(Cultural Heritage Core Course)** An introduction to the political, social, and cultural history of England from the Anglo-Saxons to the modern era, emphasizing the growth of the monarchy, parliament, the common law, and the church. Prof. Covington.

216 Modern Britain

3 credits. **(Cultural Heritage Core Course)** An introduction to the political, social, and cultural history of modern Britain from the Stuarts to the present with particular attention on the growth of the monarchy, parliament, and the British Empire. Prof Covington.

227 History of Africa

3 credits. A survey of African history from the beginning to modern times, including Africa's response to European imperialism and colonialism and the attainment of independence in the twentieth century. Prof. Vassady.

301 Slavery and Race

3 credits. A comparative study of the history of slavery and its influence on present day race relations in selected white supremacist states. Prof. Vassady.

302 Colonial/Revolutionary America

3 credits. An examination of the development of regional cultures in Colonial America giving way to a common republican identity in the Revolutionary era. Prof. Brown.

303 The Early Republic

3 credits. A study of American society in the Jeffersonian and Jacksonian periods. The course will emphasize the widening cultural and economic differences between the agrarian South and an increasingly industrial North. Prof. Brown.

304 The Civil War Era

3 credits. An examination of the political disintegration of the Union in the 1850s and the war between the states that followed. Particular attention will be given to the causes and legacy of the conflict. Prof. Brown.

306 Recent History of the United States

3 credits. An intensive analysis of the vexing economic, political, social, and diplomatic forces responsible for shaping the American experience since 1900; conflicting interpretations emphasized. Prof. Winpenny.

307 American Economic History

3 credits. An examination of the growth and development of the American economy and its impact on human welfare. Emphasis is placed on the role of the entrepreneur, particular businesses, industrialization, government policy, and labor. Agrarian endeavor and slavery, and periodic recessions and depressions, together with the problems of unemployment and reindustrialization are considered. Prof. Winpenny.

309 Intellectual History of the United States

3 credits. An examination of the major social and intellectual movements in the United States. Profs. Brown, Winpenny.

310 African-American

3 credits. A study of the Black American experience from colonial times to the present, with emphasis on slavery, Reconstruction, and the Civil Rights Movement. Prof. Vassady.

311 Greek and Roman History

3 credits. A study of Athens in the classical age from Solon to Alexander; Rome during the Republic, the Augustan Age and the early Empire. Prof Covington.

312 Medieval History

3 credits. An analysis of Western Europe from the decline of the Roman Empire to the fifteenth century with emphasis on the feudal system, the role of the Latin Church, and the rise of universities. Prof. Covington.

315 Renaissance and Reformation

3 credits. A study of civilization of the Renaissance in Italy and in the north, as well as the Protestant Reformation of the sixteenth century. Prof. Covington.

316 The Age of Genius and Enlightenment

3 credits. An advanced survey of the seventeenth century focusing on the absolutism of Louis IV and the rise of the New Learning, and the eighteenth century focusing upon the European Enlightenment. Prof. Covington.

320 History of South Africa

3 credits. An examination of the history of South Africa from before the encounter with European settlers to the present. Topics will include the coloinal period, industrialization, the apartheid regime, African resistance, and issues concerning the democratically elected "new South Africa." Prof Vassady.

328 Modern Africa

3 credits. Africa in the nineteenth and twentieth centuries with emphasis on the age of imperialism and colonialism, as well as on African nationalism leading to independence. Prof. Vassady.

330-339 Studies in United States History

3 credits each course. An analytical inquiry into special periods and topics including the Gilded Age, Urban history, and Gender studies. Staff.

340-349 Minorities in United States History

3 credits for each course. An incisive view of minorities in a society venerating majoritarian rule including Afro-American history, immigration and ethnicity, Southern history, Indian history, and women in history. Staff.

371-379 Special Topics

3 credits. Special subjects chosen as a response to student and faculty interest. Staff.

400 Senior Project

1-3 credits. Students who have been invited and accepted to participate in the Honors in the Discipline Program may register for this course in the semester in which the research or creative project is completed. Completion of this course does not assure recognition for Honors in the Discipline. See Department Chair for addition information. *Prerequisite: Invitation to Honors in the Discipline Program.*

403 A History of United States Foreign Relations

3 credits. A study of the major personalities, events, and trends in United States foreign policy with an emphasis on the influence exerted by domestic considerations. Staff.

480-489 Independent Study

Variable credit. Designed to offer an opportunity to use techniques of historical interpretation in specific problem areas. *Prerequisites: approval of the department chair and the Independent Study Committee, permission of instructor.* Staff.

498-499 History Seminar

3 credits. A special course designed primarily for (but not limited to) senior majors in the Department. Research is an integral part of the learning experience. Staff.

Elizabethtown History Department on the web at: *www.etown.edu/history*

Department of Mathematical Sciences

Professor: Shubert *(Chair)*

Associate Professors: Hughes, Morse, Sanchis, Thorsen

Assistant Professor: Batakci

Lecturers: Graber, Walker

Bachelor of Science

The program in mathematical sciences is designed to prepare the mathematics major for graduate study, for secondary teaching, or for employment in industry and government. Service courses provide students in the physical, managerial, social, and life sciences with the mathematical tools essential for their respective fields.

Some of these courses also satisfy the Core Program requirement and make the student aware of the cultural significance of mathematics and its contribution to the modern world. Instruction is designed to promote the development of proficiency with deductive reasoning, the ability to mathematically model "real" world phenomena, problem solving strategies, and computational skills.

All *Mathematics majors* are required to take a minimum of 42 credits in mathematics courses, including Mathematics 112 or 121, 122, 151, 201, 222, 235, 351, and 421. Acceptable mathematics electives are courses numbered above 222. In addition, Computer Science 121 (Mathematical Analysis Core) is required and should be taken as early as possible. In order to meet these requirements, students may elect one of the following five concentrations:

The *pure Mathematics concentration* is designed to provide a foundation for successful graduate study in mathematics. The requirements are: Mathematics 301, 321, 422, 425, three credits from acceptable mathematics electives; Physics 200 (Natural World Core).

The *Secondary Education concentration* is required for secondary education certification. Students in this concentration are given a solid foundation in geometry, algebra, and statistics essential for effective teaching and analysis of the secondary school mathematics curriculum. The requirements are: Mathematics 231, 301, 341, six credits of acceptable mathematics electives; Education 105, 150, 215, 265, 275, 295, 305, 380, 470, and 490; Physics 200 (Natural World Core).

The *actuarial science concentration* provides training for those who wish to pursue careers in the actuarial profession. Actuaries use mathematical skills to define, analyze, and solve business and social problems pertaining to the financial impact of stochastic events. They are employed in insurance companies, federal and state governments, health organizations, consulting firms, and in other areas. The requirements are: Mathematics 352, 355, 455 and six credits from acceptable mathematics electives; Accounting 107 and 108; Economics 100 (Social World Core) and 102; and Business Administration 325. Also required is evidence of successful completion, prior to graduation, of the *Course 1* examination of the Society of Actuaries. The completion of additional examinations is strongly recommended.

The *statistics concentration* provides a firm foundation in this field of applied mathematics, enabling graduates to seek careers in government and industry, or to pursue graduate work leading to college teaching or employment as research statisticians. The requirements are: Mathematics 352 and 451, two courses from 231, 252, 331 and three credits from other acceptable mathematics electives.

The *computer science concentration* is for students who desire to be highly-skilled computer analysts with an unusually strong background in mathematics. The requirements are: Mathematics 231, 321, 362; six credits from other acceptable mathematics electives; Computer Science 122, 221, 222, and one other 300- or 400 level computer science course other than Computer Science 321.

In addition to the major, the department offers a minor that requires Mathematics 112 or 121,122,151,201, and nine credits of courses above 205.

The Department of Mathematical Sciences participates in the College Honors in the Discipline Program. For guidelines and details as to requirements, the student should consult the department chair.

011 Intermediate Algebra

2 credits. An accelerated review of the fundamental algebraic and computational skills used in certain science courses and prerequisite to Mathematics 105, 111, 117, 151, and 205. *Credits are not applicable to the 125 required for graduation.* Fall semester. Staff.

105 Mathematics for Liberal Studies

3 credits. **(Mathematical Analysis Core Course)** An introduction to mathematical structures and applications designed to help students understand the historical and contemporary role of mathematics in human endeavors. Topics will be selected from a variety of areas such as logic, set theory, probability, statistics, graph theory, computer science, and matrix algebra. Topics may vary each semester. *Prerequisite: Mathematics 011 (competency).* Staff.

111 Calculus with Review I

4 credits. The basic concepts and techniques of the differential calculus of elementary functions, including a study of limits and continuity and an introduction to the derivative. The course includes extensive review of algebra, elementary functions including trigonometric functions and is continued in Mathematics 112. The sequence Mathematics 111-112 is equivalent to Mathematics 121; credit may be earned for Mathematics 111-112 or Mathematics 121 but not both. *Prerequisite: Mathematics 011 (competency).* Fall semester. Prof. Walker.

112 Calculus with Review II

4 credits. **(Mathematical Analysis Core Course)** Topics include applications of the derivative including related rates, extremum problems, and curve sketching. In addition, the integral calculus is introduced including anti-differentiation, the definite integral, and the fundamental theorem of calculus. The sequence Mathematics 111-112 is equivalent to Mathematics 121; credit may be earned for Mathematics 111-112 or Mathematics 121 but not both. *Prerequisite: Mathematics 111. Note: Students who have received credits for Mathematics 117 receive 2 credits for this course.* Spring semester. Prof. Walker.

117 Concepts of Calculus

4 credits. Designed to give students in the biological, social, and management sciences a firm working knowledge of calculus. The approach is intuitive, with emphasis on applications. Topics include differentiation, curve sketching, optimization, logarithmic and exponential functions, and integration. *Prerequisite: Mathematics 011 (competency). Note: Students who have received credit for Mathematics 112 or 121 may not enroll in this course.* Staff.

121 Calculus I

4 credits. **(Mathematical Analysis Core Course)** The basic concepts and techniques of the differential and integral calculus of elementary functions, including a study of limits and continuity. Applications are taken mostly from the physical sciences. *Prerequisite: Acceptable Mathematics Placement. Note: Students who have received credits for Mathematics 117 receive 2 credits for this course.* Staff.

122 Calculus II

4 credits. A continuation of Mathematics 121 (or Mathematics 112) involving the calculus of the trigonometric, exponential, logarithmic, and rational functions. Analytic geometry in the plane, parametric equations, polar coordinates, sequences and series are included, and an in-depth study of integration is completed. *Prerequisite: Mathematics 112 or 121.* Staff.

151 Probability and Statistics

3 credits. **(Mathematical Analysis Core Course)** The basic principles of probability, distributions, measures of location and dispersion, sample and population relationships, estimation, and hypothesis testing. The objective of this course is to introduce students to statistical thinking and methodology and their relation to everyday life. *Prerequisite: Mathematics 011 (competency).* Staff.

201 Linear Algebra

3 credits. A presentation of the basic concepts and techniques of linear algebra including vectors, vector spaces, matrices, determinants, systems of linear equations, eigenvectors and linear transformations. Students will be expected to do mathematical proofs. *Prerequisite: Mathematics 112 or 121.* Prof. Shubert.

205 Fundamentals of Mathematics

3 credits. Topics include number properties, estimation, number theory, analyzing data, exploring chance, and discovering geometric relationships. The course provides a foundation in knowledge of mathematics essential for teaching in the elementary schools as reccommended by the National Council of Teachers of Mathematics. *Prerequisite: Completion of Mathematical Analysis core requirement.* Prof. Walker.

222 Calculus III

4 credits. A continuation of Mathematics 122 completing the topics of the calculus sequence, including three-dimensional analytic geometry, vectors and vector valued functions, calculus of functions of several variables, and an introduction to differential equations. *Prerequisite: Mathematics 122.* Staff.

231 Discrete Structures (Computer Science 321)

3 credits. Topics in discrete mathematics as related to computer science, including sets, relations, graphs, trees, combinatorics, and recurrence. *Prerequisites: Mathematics 112 or 121, and 151.* Fall semester. Staff.

235 Foundations of Abstract Mathematics

3 credits. Designed to help students make the transition from courses that emphasize problem solving in a concrete setting to those dealing with abstract objects and concepts. Special attention will be given to writing correct mathematical proofs. Topics include logic; sets, relations and functions; mathematical induction; algebraic structures; cardinality. *Prerequisite: Mathematics 122.* Spring semester. Prof. Thorsen.

252 Statistical Methods in Research

3 credits. **(Natural World Core Course)** The study of statistical techniques used for analyzing a variety of problems arising in the physical and life sciences as well as in business, economics, and the social sciences. Emphasis will be given to the use of regression analysis for modeling phenomena. Other major topics will include analysis of variance, chi-square tests for analyzing count data, and nonparametric procedures. The statistical computer software MINITAB will be used, and students will pursue a research project that requires the completion of a statistical analysis culminating in the writing of a research report. *Prerequisite: Mathematics 151.* Prof. Batakci.

301 Abstract Algebra I

3 credits. A study of algebraic structures, such as groups, rings, integral domains, fields, polynomial rings, and ideals. Also included are topics from number theory, divisibility, congruence, and construction of number systems. *Prerequisites: Mathematics 201, 235.* Fall semester. Prof. Hughes.

321 Differential Equations

4 credits. A study of analytical, numerical and qualitative approaches to differential equations and related applications. Topics covered will include first-order equations, slope fields, numerical approximation of solutions, linear equations of higher order, mechanical vibrations, linear systems of differential equations, stability, phase-plane plots, Laplace transforms, power series methods, and other topics as time allows. The course will include a computer lab component in which the software package Maple will be used to create graphs, implement numerical methods, and assist with routine algebraic tasks in the context of more extended applied problems. *Prerequisites: Mathematics 201, 222.* Spring semester. Prof. Hughes.

331 Operations Research

3 credits. A study of mathematical techniques and models used to solve problems from business, management, and various other areas. Topics include linear programming, integer programming, dynamic programming, queuing theory, decision analysis, network analysis, and simulations. *Prerequisites: Mathematics 151, 201.* Fall semester, even numbered years. Prof. Shubert.

341 Modern Geometry

3 credits. The concept of geometry as a logical system based upon postulates and undefined elements, along with an appreciation of the historical evolution of geometries. Topics include incidence geometries, planes and space, congruence, inequalities, parallel postulates, parallel projections, similarities, circles, and additional theorems. *Prerequisite: Mathematics 235.* Fall semester, odd-numbered years. Prof Graber.

351 Theory of Probability

3 credits. A comprehensive development of the theory of probability. Topics include the basic principles of combinatorial analysis useful in computing probablities, conditional probablitiy, independence of events, Bayes' rule, discrete and continuous random variables, jointly

distributed random variables, expected values and variances, and limit theorems involving sums of independent random variables. *Prerequisites: Mathematics 151, 222.* Spring semester. Prof. Sanchis.

352 Mathematical Statistics

3 credits. A study of principles of statistical inference in the theory of statistics with an emphasis on estimation and hypothesis testing. *Prerequisites: Mathematics 201, 351.* Fall semester. Prof. Batakci.

355 Mathematical Foundations of Actuarial Science

3 credits. This course will develop the fundamental mathematical tools for quantitatively assessing and managing risk. A basic knowledge of calculus and probability is assumed. The course is specifically geared towards the student's preparation for the Course I Actuarial Examination. *Prerequisites: Mathematics 222, 351.* Fall semester. Prof. Sanchis.

362 Numerical Analysis

3 credits. A study of iterative methods suitable for computer programming that are useful in solving a variety of mathematical problems arising in the sciences, including actuarial science. Topics include solutions of equations in one variable, numerical integration, polynomial approximation, solution of linear systems, and numerical methods in matrix algebra. *Prerequisites: Mathematics 201, 222; Computer Science 121.* Fall semester, odd-numbered years. Staff.

370-379 Special Topics in Mathematics

Variable Credit. Topics of special interest to advanced undergraduate mathematics students. *Prerequisite: permission of the department chair.* Staff.

400 Senior Project

1-3 credits. Each student investigates a particular area of mathematics as an intensive, individual project. The investigation must involve material that is not covered in the regular Mathematical Sciences Department course offerings and be approved and guided by a faculty member. The student writes a paper (involving original exposition, original research, or both) and presents his/her findings orally to faculty and peers. Completion of this course does not assure recognition for *Honors in the Discipline. Prerequisite: Invitation to Honors in the Discipline.* Graded Pass/No Pass. Staff.

421 Real Analysis I

3 credits. A rigorous study of the fundamental concepts of analysis, including such topics as sequences of real numbers, limits and metric spaces, continuity, and differentiation. *Prerequisites: Mathematics 201, 222, 235.* Fall semester. Prof. Thorsen.

422 Real Analysis II

3 credits. A continuation of Math 421, including such topics as integration, Taylor series, sequences of functions, and series of functions. *Prerequisite: Mathematics 421.* Spring semester, even-numbered years. Prof. Sanchis.

425 Complex Variables

3 credits. A study of complex numbers, analytic functions, Cauchy's Theorem, the maximum modulus theorem, harmonic functions, power series, Laurent's series, calculation of residues, evaluation of real integrals, and conformal mappings. *Prerequisite: Mathematics 222, 235.* Spring semester, odd-numbered years. Prof. Thorsen.

451 Regression Analysis

3 credits. A study of classical and modern regression analysis, including simple and multiple linear models, polynomial regression, indicator variables, residual analysis, model selection criteria, multicollinearity, influence diagnostics, and transformations. Applications will be illustrated using the statistical software Minitab. *Prerequisite: Mathematics 352.* Spring semester, even-numbered years. Prof. Batakci.

455 Mathematics of Compound Interest

3 credits. Topics include: measurement of interest, including accumulated and present value factors; annuities certain; yield rates; amortization schedules and sinking funds; and bonds and related securities. The course is specifically geared towards the student's preparation for the Course 2 Actuarial Examination. *Prerequisite: Mathematics 122.* Spring semester. Prof Sanchis.

480-489 Independent Study

Variable credit. Staff.

Education 305 Practicum in Secondary Education

4 credits. A study of the instructional methodology of mathematics under the guidance of a clinical professor in mathematics. Field experience required. *Prerequisite: Education 230.* Fall semester, even-numbered years. Prof. Graber.

Elizabethtown College Department of Mathematics on the web at: *www.etown.edu/math*

Department of Modern Languages

Associate Professors: Barnada (*Chair),* Harman, Trachte

Assistant Professor: Linares

Bachelor of Arts

The study of a modern foreign language brings together practical training in language skills (understanding, speaking, reading, and writing) with an understanding of the sociology, history

and literature of the culture. The pragmatic virtues of a usable skill are joined with the humanistic values of liberal education.

The Department of Modern Languages offers programs of study which reflect its desire to encourage both mastery of one or more foreign languages and an overall appreciation of the cultural contexts in which they occur. The department serves the core program, bachelor of arts degree candidates majoring in languages, students whose degree programs require studies in languages, and students who, for professional or personal reasons, wish to broaden their cultural background.

The department offers *majors in French, German, and Spanish***.** The requirements of a major may be met by completing 30 credit hours in one language above 112. Language majors are required to participate in the Brethren Colleges Abroad program. Other students who have completed 112 or above are also encouraged to participate in the Brethren Colleges Abroad program.

Department majors must complete the following courses: Modern Languages 211, 212, and 495. Majors must also take two courses at the 300 level: 303, 305, 311, 319, or 323. A 371 course may be substituted for the preceding ones provided that it is offered and that it meets department approval. At least two of these courses, Modern Languages 211, 212, 303, 305, 311, 319, or 323 must be completed on the Elizabethtown College campus with members of the department faculty. In addition, the senior research project (495) must be written on campus under departmental faculty supervision. Majors must participate in the BCA program for one year and the courses taken must include advanced conversation and composition, phonetics, French/German/Spanish history, and History of (French/German/Spanish) Literature for a minimum of 15 credits in the major. After completing the required course work, majors must take the oral proficiency interview and receive a minimum proficiency rating of Advanced/Level 2.

The option of a *modern language minor* is also available. The requirements of a minor are: Modern Language 211, 212, and two courses at the 300 level. These include 303, 305,311, 319, and 323. A 371 course may be substituted for the preceding ones provided that it is offered and that it meets department approval. At least two of the first four courses above must be completed on the Elizabethtown College campus. The remaining two may be completed on campus or in the Brethren Colleges Abroad program. After completing the required course work, students must take the oral proficiency interview and receive a minimum proficiency rating of Intermediate High/Level 1+.

International students with fluency in either French, German, or Spanish may pursue a major or minor under certain circumstances. First, they must place into the 300 level at Elizabethtown College. Second, if they participate in the BCA program, they must study only at the university level and must enroll in advanced literature or linguistics courses. Third, successful completion of the major or minor will be contingent upon the rating of Superior on the oral proficiency interview.

A placement test is administered free of charge three specific times a year. It may be taken at any other time during the academic year for the general college fee of $65. All students with two full years or more of language preparation must take the placement test before registering in

language courses for academic credit. Contact the department chair for dates and other information.

American Sign Language

ASL 325 American Sign Language

2 credits. Basic competency in the use and comprehension of American sign language and to acquaint the learner with the cultural uniqueness of the deaf community. Fall and spring semester. Prof. Albert

English as a Second Language

ESL 111 Intermediate English as a Second Language

2 credits. Focuses on the improvement of speech, listening, reading and writing skills, emphasizing the descriptive and narrative paragraph. Audio and videotapes supplement the textbook and develop communicative competency. *Prerequisite: Placement by examination and TOEFL score. NOTE: Credits do not count toward graduation requirements.*

ESL 112 Advanced English as a Second Language and American Culture
3 credits. A continuation of ESL 111 expanding the student's functional proficiency through advanced grammar and essay development, audio/video materials to improve listening comprehension, and extended oral discourse. Reading selections increase reading comprehension and awareness and understanding of American culture. *Prerequisite: ESL 111 or placement by examination and TOEFL score.*

French

111 Fundamentals of Language and Culture I

4 credits. Basic elements of structure and the phonetic system in culturally authentic contexts. The development of communicative competence in five skill areas: speaking, listening, reading, writing, and sociocultural awareness. Audio and videotapes supplement proficiency-oriented textbooks.

112 Fundamentals of Language and Culture II

4 credits. **(Foreign Cultures and International Studies Core Course)** Expansion of basic elements of structure and the phonetic system in culturally authentic contexts. Additional development of communicative competency in five skill areas: listening, speaking, writing, reading, and sociocultural awareness. Audio and videotapes supplement proficiency-oriented textbooks. *Prerequisite: Modern Language 111 or placement by examination.*

211 Communication Through Language and Culture I

3 credits. **(Foreign Cultures and International Studies Core Course)** Emphasizes functional proficiency. A functional-notational syllabus expands use of linguistic tasks such as asking questions, stating facts, describing, narrating, and expressing feelings. Use of authentic cultural

materials and contexts heightens sociocultural awareness. Audio and videotapes supplement texts and written materials. *Prerequisite: Modern Language 112 or placement by examination.*

212 Communication Through Language and Culture II

3 credits. **(Foreign Cultures and International Studies Core Course)** Expanded use of linguistic functions. Introduction and development of more advanced tasks such as sustaining opinions, explaining, comparing, and hypothesizing. Use of authentic cultural materials and contexts heightens sociocultural awareness. Audio and videotapes supplement texts and written materials. *Prerequisite: Modern Language 211 or placement by examination.*

303 Reading Authentic Texts

3 credits. Development of and practice in reading authentic cultural, historical, and literary texts; through the study of numerous strategies, training provided by textbook exercises, and immediate application to selections, students will learn how to read in order to read for the purpose of learning. *Prerequisite: French 212 or permission of instructor.* Prof. Trachte.

311 Making of Modern Society

3 credits. Analysis of important contemporary cultural phenomena and issues which have shaped and continue to shape the modern nation. Readings are taken from literary, sociological and political sources. Films, slides, and audio and videotapes supplement written materials. *Prerequisite: Modern Language 212 or permission of instructor.*

318 Foreign Internship

Variable credit. Internships are considered as electives for the minor and must be preceded by at least one semester of study abroad in the target country. Internships are awarded variable credit depending on the nature and length of the placement. *Consult with the Director of the Brethren Colleges Abroad Program, Karen Jenkins, for details.*

323 Introduction to Literature

3 credits. Development of students' ability to read thoroughly, analyze, and appreciate literature. Selected readings representative of different literary genres. *Prerequisite: Modern Language 212 or permission of instructor.* Prof. Linares.

371-379 Special Topics

3 credits. Topics of special interest not otherwise covered in the curriculum. Topics depend upon student interest and faculty availability. *Prerequisite: Modern Language 212 or permission of instructor*.

An Etown College tradition is Thanksgiving Dinner, served to students by faculty, staff, and alumni. Here a group of international students enjoy learning about this North American celebration.

481-489 Independent Readings

3 credits. For senior language majors. Independent projects in some area of language or literature. *Prerequisite: Approval of department chair and Independent Study Committee.*

495 Senior Research Project

3 credits. For senior language majors. Involves researching a literary, linguistics, or cultural topic and the writing of a major paper in the target language. This capstone experience will be closely supervised by department faculty.

German

111 Fundamentals of Language and Culture I

4 credits. Basic elements of structure and the phonetic system in culturally authentic contexts. The development of communicative competence in five skill areas: speaking, listening, reading, writing, and sociocultural awareness. Audio and videotapes supplement proficiency-oriented textbooks.

112 Fundamentals of Language and Culture II

4 credits. **(Foreign Cultures and International Studies Core Course)** Expansion of basic elements of structure and the phonetic system in culturally authentic contexts. Additional development of communicative competency in five skill areas: listening, speaking, writing,

reading, and sociocultural awareness. Audio and videotapes supplement proficiency-oriented textbooks. *Prerequisite: Modern Language 111 or placement by examination.*

211 Communication Through Language and Culture I

3 credits. **(Foreign Cultures and International Studies Core Course)** Emphasizes functional proficiency. A functional-notational syllabus expands use of linguistic tasks such as asking questions, stating facts, describing, narrating, and expressing feelings. Use of authentic cultural materials and contexts heightens sociocultural awareness. Audio and videotapes supplement texts and written materials. *Prerequisite: Modern Language 112 or placement by examination.*

212 Communication Through Language and Culture II

3 credits. **(Foreign Cultures and International Studies Core Course)** Expanded use of linguistic functions. Introduction and development of more advanced tasks such as sustaining opinions, explaining, comparing, and hypothesizing. Use of authentic cultural materials and contexts heightens sociocultural awareness. Audio and videotapes supplement texts and written materials. *Prerequisite: Modern Language 211 or placement by examination.*

311 Making of Modern Society

3 credits. Analysis of important contemporary cultural phenomena and issues which have shaped and continue to shape the modern nation. Readings are taken from literary, sociological and political sources. Films, slides, and audio and videotapes supplement written materials. *Prerequisite: Modern Language 212 or permission of instructor.*

318 Foreign Internship

Variable credit. Internships are considered as electives for the minor and must be preceded by at least one semester of study abroad in the target country. Internships are awarded variable credit depending on the nature and length of the placement. *Consult with the Director of the Brethren Colleges Abroad Program, Karen Jenkins, for details.*

323 Introduction to Literature

3 credits. Development of students' ability to read thoroughly, analyze, and appreciate literature. Selected readings representative of different literary genres. *Prerequisite: Modern Language 212 or permission of instructor.*

371-379 Special Topics

3 credits. Topics of special interest not otherwise covered in the curriculum. Topics depend upon student interest and faculty availability. *Prerequisite: Modern Language 212 or permission of instructor*.

481-489 Independent Readings

3 credits. For senior language majors. Independent projects in some area of language or literature. *Prerequisite: Approval of department chair and Independent Study Committee.*

495 Senior Research Project

3 credits. For senior language majors. Involves researching a literary, linguistics, or cultural topic and the writing of a major paper in the target language. This capstone experience will be closely supervised by department faculty.

Japanese

111 Fundamentals of Language and Culture I

4 credits. Basic elements of structure and the phonetic system in culturally authentic contexts. The development of communicative competence in five skill areas: speaking, listening, reading, writing, and sociocultural awareness. Audio and videotapes supplement proficiency-oriented textbooks.

112 Fundamentals of Language and Culture II

4 credits. **(Foreign Cultures and International Studies Core Course)** Expansion of basic elements of structure and the phonetic system in culturally authentic contexts. Additional development of communicative competency in five skill areas: listening, speaking, writing, reading, and sociocultural awareness. Audio and videotapes supplement proficiency-oriented textbooks. *Prerequisite: Modern Language 111 or placement by examination.*

Spanish

111 Fundamentals of Language and Culture I

4 credits. Basic elements of structure and the phonetic system in culturally authentic contexts. The development of communicative competence in five skill areas: speaking, listening, reading, writing, and sociocultural awareness. Audio and videotapes supplement proficiency-oriented textbooks.

112 Fundamentals of Language and Culture II

4 credits. **(Foreign Cultures and International Studies Core Course)** Expansion of basic elements of structure and the phonetic system in culturally authentic contexts. Additional development of communicative competency in five skill areas: listening, speaking, writing, reading, and sociocultural awareness. Audio and videotapes supplement proficiency-oriented textbooks. *Prerequisite: Modern Language 111 or placement by examination.*

211* Communication Through Language and Culture I

3 credits. **(Foreign Cultures and International Studies)** Emphasizes functional proficiency. A functional-notational syllabus expands use of linguistic tasks such as asking questions, stating facts, describing, narrating, and expressing feelings. Use of authentic cultural materials and

contexts heightens sociocultural awareness. Audio and videotapes supplement texts and written materials. *Prerequisite: Modern Language 112 or placement by examination.*

212* Communication Through Language and Culture II

3 credits. **(Foreign Cultures and International Studies)** Expanded use of linguistic functions. Introduction and development of more advanced tasks such as sustaining opinions, explaining, comparing, and hypothesizing. Use of authentic cultural materials and contexts heightens sociocultural awareness. Audio and videotapes supplement texts and written materials. *Prerequisite: Modern Language 211 or placement by examination.*

305 Advanced Spanish Conversation

3 credits. Development and practice of oral skills for self-expression in Spanish. Emphasis on aural comprehension and fluency in the use of everyday Spanish. Small group discussions and oral presentations in Spanish based on current cultural, ethical and political topics will be the principal means of accomplishing this goal. *Prerequisite: Spanish 212 or permission of instructor*. Staff.

311 Making of Modern Society

3 credits. Analysis of important contemporary cultural phenomena and issues which have shaped and continue to shape the modern nation. Readings are taken from literary, sociological and political sources. Films, slides, and audio and videotapes supplement written materials. *Prerequisite: Modern Language 212 or permission of instructor.*

318 Foreign Internship

Variable credit. Internships are considered as electives for the minor and must be preceded by at least one semester of study abroad in the target country. Internships are awarded variable credit depending on the nature and length of the placement. *Consult with James Hilton, Director of International Studies, or your department chair, for details.*

319 Spanish Linguistics

3 credits. Surveys current linguistic research on the structure and dialectal variation (both social and geographic) of the Spanish language. A contrastive analysis of Spanish and English phonology, morphology, syntax and semantics develops the student's ability to discover the structure of Spanish from the perspective of the native speaker. *Prerequisite: Spanish 212 or permission of instructor.* Prof. Barnada.

323 Introduction to Literature

3 credits. Development of students' ability to read thoroughly, analyze, and appreciate literature. Selected readings representative of different literary genres. *Prerequisite: Modern Language 212 or permission of instructor.* Prof. Linares.

371-379 Special Topics

3 credits. Topics of special interest not otherwise covered in the curriculum. Topics depend upon student interest and faculty availability. *Prerequisite: Modern Language 212 or permission of instructor*.

481-489 Independent Readings

3 credits. For senior language majors. Independent projects in some area of language or literature. *Prerequisite: Approval of department chair and Independent Study Committee.*

495 Senior Research Project

3 credits. For senior language majors. Involves researching a literary, linguistics, or cultural topic and the writing of a major paper in the target language. This capstone experience will be closely supervised by department faculty.

Elizabethtown Modern Languages Department on the Internet at: *www.etown.edu/modlang*

Music

See Department of Fine and Performing Arts, page 99.

Department of Occupational Therapy

Associate Professors: Gillard (*Chair*), Hight, Jones

Assistant Professors: Carlson

Clinical Lecturer: Bentzel

Fieldwork Coordinators: Achenbach, Waltermire

Bachelor of Science

Professional Accreditation: The Occupational Therapy program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD, 20814-3425; (phone) 301-652-2910; (fax) 301-652-2682. The program has been accredited since 1976 with the most recent reaccreditation in 1996.

Occupational Therapy is a health profession that helps to improve the well being and functions of people with developmental delay and physical and psychological dysfunction. The student in occupational therapy undertakes a program that integrates the humanities and the behavioral and physical sciences with professional study.

Emphasis on the importance of both the humanities and the sciences in preparing for professional life is further manifest in the philosophical approaches which shape the department. The bases of the program are a comprehensive knowledge about human development, an awareness of the significance of sociocultural environments, and an understanding of the dynamics of human relations.

The primary objective is to prepare the student as a generalist practitioner who is qualified for employment in hospitals, community agencies, schools, rehabilitation centers, extended-care facilities and related human services agencies. With this foundation, the beginning therapist can progress to specialized areas of clinical practice as well as research, administration, and academia.

Bachelor of Science in Occupational Therapy majors must take Occupational Therapy 115, 116, 119, 127, 218, 223, 224, 227, 228, 307, 309, 320, 327, 328, 329, 330, 331, 410, 412, 429, 429p, 430; Biology 111, 201, 202,; Psychology 105; and Mathematics 151. Due to course sequencing and competencies, Biology 201 and 202 must be taken at Elizabethtown College.

Master of Science in Occupational Therapy majors must take: Occupational Therapy 111, 112, 223, 224, 227, 228, 307, 318, 327, 329, 331, 427, 428, 429, 429P, 440, 450, 471, 471, 472, 501, 502, 502, 510, 528, 529, 551, 555; Mathematics 151, Psychology 105, Biology 111, 201, and 202.

Academic and Fieldwork Education

Academic.The occupational therapy program comprises a four to five year course of classroom study and at least six months of fieldwork education. Students are responsible for their transportation and travel costs to and from assigned clerkship and fieldwork centers. Such assignments begin in the junior year and continue throughout the program. Level-II fieldwork assignments are made to provide students with the best experience possible. Since Level-II fieldwork centers are often at a distance from the College and the student's home, there is no guarantee that a student can live at home during these experiences. Students should expect to pay room and board expenses during the Level-II fieldwork experience at the affiliated site. They are also responsible for other related fieldwork expenses such as physical examinations, vaccinations, and child abuse/police clearance when required by the facility.

The student must complete six months of Level-II fieldwork experience. For the B.S. Program, this is accomplished during the summer and fall following the senior academic year or the summers following both the junior and senior years. For the M.S. Program, this is accompolished during the summer between the fouth and fifth year and the summer after the fifth year. Occasionally other individual arrangements can be made. All Level-II fieldwork must be completed within 12 months following the completion of academic course work.

Specialty Fieldwork. After completing the required six months of Level-II fieldwork, the student may elect to complete specialty Level-II fieldwork. The experience may be pursued in areas such as pediatrics, mental retardation, gerontology, home health, hand rehabilitation, sensory integration, school system, advanced psychosocial or physical rehabilitation, research, administration and education, and could be pursued abroad in countries which are members of the World Federation of Occupational Therapy.

Related Expenses. Additional expenses for the occupational therapy student normally include transportation to fieldwork sites and service learning sites. Other expenses normally include room and board during Level II fieldwork, insurance, registration examination fee, and similar charges. All students are expected to become members of the American Occupational Therapy Association and the Pennsylvania Occupational Therapy Association. There are reduced rates for students.

Certification. The Professional Examination Service (PES) of New York, New York, administers the national certification examination for the National Board of Certification in Occupational Therapy (NBCOT). The exam format is in a computerized format. The computerized exams will be offered four times per year. The exam consists of 200 multiple-choice questions and has a time limit of four hours.

The exam can only be taken if all required fieldwork is completed before the deadline for paperwork, which is approximately five weeks prior to the exam date. Exam sites are the Prometric computer centers in the United States, Puerto Rico, and Canada. (www.nbcot.org/web_prometric_sites.htm).

Admission, Retention, and Graduation Requirements

Admission Requirements. The student must submit an application to the College with all supporting documentation to the Office of Admissions. Students are admitted to the program in the fall semester only. Transfers are permitted at the sophomore and junior levels on a space-available basis. Selection criteria for admission to the major include SAT scores, rank in high school class, high school or college science grades, and observation or experience with the profession of occupational therapy. Students will submit a personal statement of interest to the department. An interview is strongly reccommended.

Medical Records. The Department of Occupational Therapy requires that the student submit an updated medical history on forms provided by Elizabethtown College upon entering the program. The examination may be completed by the student's family physician or by the College physician at cost to the student. It is also required that the student sign a waiver to release information in the medical history to the department. Periodic updates of health status, including TB tests, are required for participation in fieldwork. Students may also be required to provide a record of Act 34, child abuse, and FBI criminal record clearances.

Retention Requirements. Admission to the Department of Occupational Therapy does not imply that a student is guaranteed completion of the entire course of study nor that the student is eligible to sit for the certification examination. The student is reviewed by a faculty evaluation committee at the conclusion of each academic year. If the committee believes that a student is not suitable academically or professionally for the area of study, the student is counseled into other areas of endeavor.

In order to progress within the program, a student must: (a) have at least a 2.50 grade point average in all courses required for the major (both occupational therapy and related requirements) to enroll in 300-level courses. If a major grade point average of 2.5 is not maintained, the student is not permitted to enroll in additional occupational therapy courses, except with permission of the department. (b) receive no grade lower than a C- in any major 300-level, 400-level, or 500-level course. (c) have at least a 2.70 major GPA to enroll in 500-level courses and Level II fieldwork. (d) submit an essay demonstrating commitment to the profession and personal learning goals prior to enrollment in 500-level courses.

Methods of Exit from the Major and the Program

Bachelor of Science Degree in Occupational Therapy

(a) For the major only: Complete all requirements of the major with the exception of the Level II Fieldwork education courses. Must have a minimum grade point average of 2.0 in major requirements.

(b) For the program and permission to sit for the National Board for Certification in Occupational Therapy (NBCOT) examination.

1. Complete all requirements of the major (courses in the major as well as those desig nated by the major in other departments) and have a minimum grade point average of 2.5 in these courses.

2. Complete the required Level II Fieldwork education courses with a grade of "Pass."

Bachelor of Science Degree in Health and Occupation

Complete all coursework required for the Bachelor of Science in Health and Occupation with a major grade point average of 2.0 or higher.

Master of Science Degree in Occupational Therapy

For the program and permission to sit for the National Board of Certification in Occupational Therapy (NBCOT) examination:
1. Complete all coursework required for the Master of Science in Occupational Therapy/ Bachelor of Science in Health and Occupation degrees with a major grade point average of 2.7 or higher.

2. Complete the required Level II Fieldwork education courses with a grade of "Pass."

3. Most states require licensure to practice. State licenses are usually based on the results of the NBCOT examination.

Degree Requirements

Bachelor of Science in Occupational Therapy: MA 151; PSY 105; BIO 111, 201, 202; OT 115,116,119,127, 218, 223, 224, 227, 228, 307, 309, 320, 327, 328, 329, 330, 331, 410, 412, 429, 429P, 430, 398 and 471 _ Level II Fieldwork.

Bachelor of Science in Health and Occupation: MA 151; PSY 105; BIO 111, 201, 202; OT 111, 112, 223, 224, 227, 228, 307, 318, 327, 329, 331, 398, 427, 428, 429, 429P, 440, 450, 471, 475.

Master of Science in Occupational Therapy: MA 151; PSY 105; BIO 111, 201, 202; OT 111, 112, 223, 224, 227, 228, 307, 318, 327, 329, 331, 427, 428, 429, 429P, 440, 450, 501, 502, 510, 528, 529, 551, 555; OT398 and 471 Level II Fieldwork.

The Department of Occupational Therapy participates in the College Honors in the Discipline program. Eligible students are notified during the junior year and provided with guidelines and details. Honors are noted on the graduation program and on the student's transcript.

Throughout the course descriptions, elements in parentheses refer to components of the Bachelor of Science Degree in Occupational Therapy.

111 Basic Concepts in Occupation

3 credits. An introduction to the conceptual framework which is critical to the understanding of the occupational and adaptive nature of humans. During the semester students will examine the occupational nature of humans, discussing the concepts which constitute performance areas as well as those which environmentally influence individuals in performance. Students will explore their own motivation and become aware of their own personalities, learning styles, and values as a first step in being able to consider themselves as therapeutic resources. Students will also explore the beneficial aspects of activity, specifically the world of making and doing. They will engage in reflection on the relationships between self and activities and will engage in the process of assessing and evaluating the interrelated elements of activities. *Prerequisite: permission of the instructor for nonmajors.* Fall semester.

112 Occupation as Therapy

3 credits. An introduction to disability and the use of occupation as therapy, building on the occupational nature of humans. The concept of disability, types and consequences are explained. The course provides an opportunity to learn about the historical, philosophical and ethical development of the profession of occupational therapy. Roles and functions of OT personnel, their relationships to other health care professionals and the range and scope of practice will be introduced. Professional organizational levels will be delineated. In addition the course will introduce the nature and processes of professional reasoning in the practice of occupational therapy, as well as the major theories related to occupational performance and occupational behavior. *Prerequisite: OT 111*. OT majors only. Spring semester.

201 Piecework: The Threads of Women's Lives

3 credits. **(Creative Expression Core Course)** A study of Piecework, with an emphasis on activities in the fiberarts, as they have historically shaped and defined a major aspect of women's leisure. Students learn processes and techniques such as needlework, embroidery, lace making, knotting, weaving, patchwork and quilting, using a variety of materials and fibers. They learn the history of these activities while also exploring the effects of women's engagement in these occupations during different periods of history.

223 Life Skills I: Birth Through Adolescence

4 credits. This course will present an examination of childhood development with a focus on occupational performance from conception through adolescence. An emphasis will be placed on typical patterns of activity, holistically considering the biophyiscal, cognitive, and psychosocial aspects of development. Lab, community based, and service learning opportunities will supplement lecture discussions and other active learning strategies. *Prerequisite: permission of instructor.* Fall semester.

224 Life Skills II: Young Adult Through Old Age

4 credits. This course will present an examination of the developmental spectrum throughout the adult years. An emphasis will be placed on occupational performance and how changing performance in biophyiscal, cognitive, and psychosocial domains influence role satisfaction and performance. Community based and service learning opportunities will supplement lecture

discussions and other active learning strategies. *Prerequisites: Occupational Therapy 223 or permission of instructor for nonmajors.* Spring semester.

227 Activities and Media

2 credits. An expansion of the concept of occupational performance as presented in OT 112 (or 119). Exposure to and practice with a variety of occupational performance tasks in the areas of self-care, work/education and play/leisure throughout the life span. Emphasis is on analysis, adaptation and treatment implications. *Prerequisite: OT 112*. Fall semester.

228 Group Process

2 credits (1 credit). Provides opportunities for the student to experience and apply integrated knowledge related to group process and group dynamics. Group process is studied from a variety of perspectives. While an emphasis is placed on activity-focused therapeutic groups, attention is also given to normal group processes (such as interdisciplinary team functioning, committee group work and/or staff meetings). Students will enhance their ability to analyze personal, professional and clinical factors influencing effective group process. Spring semester. *Occupational Therapy majors only*. Spring semester.

307 Neurobehavioral Science: Neurology

2 credits. An overview of basic neuroanatomy and neurophysiology with emphasis on the functional neuronal systems (motor, sensory, limbic), clinical conditions, and the therapeutic treatment. *Prerequisites: Biology 201, 202 or permission of the instructor for nonmajors.* Fall semester.

309 Methods of Research

2 credits. An overview of the research process relative to occupational therapy. Research tradition, philosophical foundation and thinking process will be discussed. The research process, including experimental type and naturalistic inquiry design, will be explored. Problem identification, knowledge base, sampling techniques, data gathering and analysis will be covered. Students will critique research articles in current professional literature. *Prerequisite: Mathematics 151*. Spring semester.

318 (218) Kinesiology

2 credits. Application of the principles of functional anatomy with emphasis on normal and abnormal movement. Measurement techniques for range of motion and muscle testing are presented. Concepts are integrated in lab experiences. *Prerequisites: Biology 201 or permission of instructor for nonmajors.* Fall semester (Spring semester).

327 Pathology I

3 credits (2 credits). Familiarizes students with common diagnoses, conditions and disorders encountered in the clinical practice of occupational therapy. An emphasis will be placed on understanding incidence/epidemiology, etiology, diagnosis, symptomatology, prognosis, and medical/educational/psychological interventions of selected neurological and/ or psychological

conditions. The course will use a series of guest lecturers from a variety of disciplines in order to facilitate a comprehensive, broad-based understanding of conditions and the inter-disciplinary team. Spring semester. *Prerequisites: Psy 105, OT 223, 224. Occupational Therapy majors only.* Fall semester.

329 Occupational Therapy Practice I: Sensory & Cognitive Interventions

4 credits. Focuses on sensory and cognitive performance components which impact on occupational performance areas. Students learn to apply the OT process to practice for individuals with sensory and/or cognitive deficits resulting from central nervous system disorders, peripheral nerve injury, head trauma, Alzheimer's disease, developmental disabilities and schizophrenia and other conditions. *Prerequisites: OT 127, 223, 224. Occupational Therapy majors only.* Spring semester (Fall semester).

331 Occupational Therapy Process

2 credits. A guide through a multifaceted study of the occupational therapy process, including evaluation, treatment, and discharge planning. Exploration of and engagement in introductory clinical reasoning activities will guide the student through case examples of the occupational therapy process. An understanding of research as it influences the O.T. process will be established. In addition, professional association guidelines for documentation, professional roles (e.g., COTA, OTR) and ethical concepts will be applied to the occupational therapy process. *Prerequisite: OT 112*. Fall semester.

371-379 Special Topics

A series of variable-credit courses with topics not otherwise covered in the curriculum. Offered when student interest and faculty availability justify. *Permission of the instructor required.*

398 Level II Fieldwork—Psychosocial Rehabilitation

0 credits. Twelve weeks of Level II Fieldwork experience in the area of psychosocial rehabilitation. In order to be eligible to sit for the national certification examination, the student must achieve at least the minimum passing scores on the AOTA Fieldwork Evaluation. Further information on Level II Fieldwork can be found in the department student handbook and the Level II Fieldwork Student Manual. *Prerequisites: all 100-300 level OT courses (except 371-379) and CPR certification. Occupational Therapy majors only.* Graded Pass/No Pass. Summer or Fall semester.

410 Administration, Management and Supervision

3 credits. An introduction to the administration and management of occupational therapy departments, the supervision of OT personnel, and occupational therapy case management. Focus will be on developing skills in program planning and evaluation, quality improvement, financial management, leadership, personnel management with an emphasis on the COTA, and team building. *Senior Occupational Therapy majors only.*

412 Research Application

2 credits. Offers senior OT students the opportunity to plan and carry out scholarly research within an area of interest. Students will develop research proposals following either experimental or naturalistic models and do literature critiques of research articles in appropriate journals. Information on grant writing and publishing presented. *Prerequisites: MA 151, OT 309.* Fall semester.

414 Advanced Senior Practicum Research

Variable credit. Taken in conjunction with Occupational Therapy 409, Methods of Research; for students who desire to participate in implementing a data based research project to be conducted either on campus or at a nearby clinical facility. *Occupational Therapy majors only.*

427 (328) Pathology II

3 credits (2 credits). Focus is primarily on physiological and motor disorders (including medical and surgical conditions) in addition to more complex conditions involving both neurological and physiological conditions. Emphasis on etiology, symptomatology, prognosis and treatment methods. *Prerequisites: OT 223, 224. Occupational Therapy majors only.* Spring semester.

428 (330) Occupational Therapy Practice II: Psychosocial Interventions

4 credits. Focuses on the application of psychosocial treatment in occupational therapy. Exposure to frames of reference and theories as guidance for clinical reasoning for persons of different ages with physical, cognitive, and/or psychological disabilities. Special attention given to persons with mental illness as the primary diagnosis. Theoretical concepts, evaluation tools, and therapeutic techniques will be integrated with fieldwork experience. *Prerequisites: Psy 105, OT 223, 224, 228, 327. Occupational Therapy majors only.* Fall semester.

429 Occupational Therapy Practice III: Neuromusculoskeletal Assessment and Intervention.

4 credits. Students learn to apply the occupational therapy process of evaluation, treatment planning, and treatment to people with deficits in musculoskeletal or neurological systems. *Prerequisites: Bio 201, 202, OT 218, 307, 327, 328, 331. Occupational Therapy majors only.* Spring semester.

429P Occupational Therapy Practice III: Facilitating Occupational Performance in Neuromusculoskeletal Dysfunction

2 credits. Students learn the impact of neurological or musculoskeletal deficits on occupational performance and methods of remediation of function. *Corequisite: OT 429. Occupational Therapy majors only.* Spring semester.

430 Senior Seminar

4 credits. The culmination of the occupational therapy curriculum. Intended to help students integrate knowledge from various areas of practice using all types of clinical reasoning. Independent student initiative in the learning process is emphasized. Case studies used to present complex conditions and situations. In addition students choose an area of focus for an

independent, in-depth learning project such as a community service project, clinical or academic research, or specific practice area. *Prerequisites: OT 320, 329, 330, 429, 429P. Corequisite: 410. Occupational Therapy majors only.* Spring semester.

440 (320) Health Care Systems

3 credits. A study of the development of health care systems in the United States. Includes administrative structure, payment systems, quality assurance, regulations and legislative issues.

450 Research I

3 credits. This is the first in a two course series designed to engage the learner in study of the research process, design, and methodology related to the practice of occupational therapy. Students in this course are expected to become critical consumers of research and will be prepared to actively engage in the research process following course completion. Both qualitative and quantitative research designs will be investigated. *Prerequisites: MA 151, OT 329, 428.* Spring semester.

471 Level II Fieldwork—Physical Rehabilitation

0 credits. Twelve weeks of Level II Fieldwork experience in the area of physical rehabilitation. In order to be eligible to sit for the national certification examination, the student must achieve at least the minimum passing scores on the AOTA Fieldwork Evaluation. Further information on Level II Fieldwork can be found in the department student handbook and the Level II Fieldwork Student Manual. *Prerequisites: All academic course work, Occupational Therapy 398, and CPR certification. Occupational Therapy majors only.* Graded Pass/No Pass. Summer or fall semester.

475 Health Internship

0 credits. Alternative internship experience in a health setting that is approved by the Department of Occupational Therapy. This experience will allow the student to apply skills and knowledge gained through academic work in a related service agency, health care facility, or community setting. *Pre-requisites: OT329, 428. Co-requisite: OT 429, and 429P.*

479 Level II Fieldwork _ Specialty

0 credits. Variable length of Level II Fieldwork experience in area of student's interest. Arranged on an availability basis. *Prerequisites: Occupational Therapy 398 and 471. Occupational Therapy majors only*. Fall or Spring semester.

481-488 Independent Studies

Variable credit. Purpose of this course is to offer advanced students opportunity to study specialized areas not otherwise included in the curriculum. *Prerequisite: Approval of chair and Independent Study Committee.*

501 Masters Project I

2 Credits. This course is the first in a two-course series designed to allow students to explore in depth an area of interest and to complete a project of significance to the profession of occupational therapy. Projects will be clinical, service and/or research based. In this course, students will do a comprehensive review of relevant literature and will develop a proposal describing all project elements. *Prerequisites: MA151, OT450, OT 551. Corequisite: OT551*. Fall semester

502 Masters Project II

4 credits. This course is the second in a two-course series designed to allow students to explore in depth an area of interest and to complete a project of significance to the profession of occupational therapy. Projects will be clinical, service and/or research based. In this second course, students will complete all of the project elements as described in the proposal. The project will result in a document appropriate for publication and in a formal oral presentation. *Pre-requisites: OT 501, OT 450, OT 551. Co-requisite: OT 555*. Spring semester.

510 Administration, Management, and Supervision

3 credits. An introduction to the principles of management in the provision of occupational therapy services. Focus will be on developing skills in: program planning and evaluation; administration and management of occupational therapy departments as well as multi-disciplinary programs and community agencies; and occupational therapy consultation with individuals and organizations. Topics to be covered include quality improvement, financial management, personnel management, leadership, and team building. *Pre-requisites: OT 329, 440, 428, 429*. Fall semester.

528 Advanced Clinical Reasoning

3 credits. This course will help students reach a higher level of critical thinking related to the practice of occupational therapy. The students will use advanced clinical reasoning to analyze a variety of complex cases from diverse populations and cultures. Specifically, students will synthesize procedural, interpersonal, environmental, pragmatic and cultural issues. An emphasis will also be given to advanced concepts and theories within the context of the students' accumulated knowledge and previous fieldwork experience. *Prerequisites: OT 329, 428, 429, 440*. Fall Semester.

529 Advanced Practice Issues

3 credits. This course will cover a variety of advanced practice issues in the field of occupational therapy. Students will develop advanced knowledge in specialty areas of occupational therapy practice. Emphasis will also be given to ethical principles as they apply to occupational therapy practice. *Prerequisite: OT 528*. Spring semester.

541 Leadership and Policy Issues

3 credits. An in-depth study of characteristics of leadership, community advocacy, and strategies for influencing public policy, particularly as it affects delivery of occupational therapy services. Special emphasis will be placed on state and local policies/programs in which O.T. may be

involved to increase visibility of O.T. services to consumers, health care professionals, and policy makers. *Prerequisites: OT 440, 510*. Spring semester.

542 Private Practice

3 credits. Offers students the opportunity to develop specialized expertise in the practice of occupational therapy in the private business sector. The goal is to provide the student with the knowledge and skills necessary for developing and sustaining an occupational therapy private practice.

551 Research II

3 credits. The course provides the student with the opportunity to apply research concepts and knowledge to occupational therapy practice issues. Students will have the opportunity to design and implement beginning-level research studies. The course is designed to provide an entry level research experience that will empower students with the foundational skills necessary to engage in professional research. P*rerequisite: OT 450 Research I*. Fall semester.

555 Professional Writing

3 credits. This course develops students' skills in professional writing. Students learn to write professionally for target audiences by tailoring content and form to specifically stated guidelines (e.g. grant proposals, program evaluations, manuscritps for publication, Representative Assembly resolutions.) *Prerequisite OT 450, 551*.

Elizabethtown Occupational Therapy Department on the web at: *www.etown.edu/ot*

The field hockey team competes on state-of-the-art artificial turf surface that is the envy of the Commonwealth Conference.

Department of Philosophy

Professor: Matteo *(Chair)*

Associate Professors: Silberstein, Ricci

Bachelor Of Arts

Courses in the Department of Philosophy are designed to deal with the fundamental questions which continue to puzzle us in spite of our learning. The program promotes inquiry into such perennial philosophical questions as to the nature of justice, happiness, knowledge, truth, and freedom. The goal of the program is to produce awareness of the answers that have been proposed in response to these questions, and to provide the skills for an analysis of the assumptions and values which underlie different intellectual disciplines. The study of philosophy encourages the student to develop the ability to analyze problems, understand basic issues, and develop possible solutions. It challenges the student to reflect critically upon the problems involving values and to examine problems that cut across the boundaries of science, art, politics, and religion. Philosophy examines alternative world views and forms of knowledge and helps the student to develop an awareness of intellectual history. Philosophy has always been central to the liberal education.

A major in Philosophy is an excellent preparation for those going on to graduate school and for those planning professional vocations. It is an especially good background for the law, ministry, computer science, and natural sciences fields. It will prove valuable in any occupation which demands clear thinking and the ability to understand the points of view of other people. The program is designed to give the student maximum opportunity to get a broad, liberal education and to develop special skills along the way.

A major in Philosophy requires nine courses in philosophy, a 3-credit senior thesis, and modern language. Specific courses are Philosophy 105, 115, 180, 201, 240, 310, 490; two courses from Philosophy 213, 305, and 320; a three-credit departmental elective; and Modern Language 112 or higher.

A minor in Philosophy requires: Philosophy 105, 110 or 180, 115, 201, 240 or 310, and three credits from 213, 240, 305, 310, or 320.

The Department of Philosophy participates in the College Honors in the Discipline program. For guidelines and details as to requirements, the student should consult the department chair.

105 Introduction to Philosophy

3 credits. **(Cultural Heritage Core Course)** An introduction to the central problems of philosophy by exploring some of the classic responses to such issues as: in what sense can we know there is human freedom, what is the status of knowing, what is the foundation of values, what is the nature of justice in regard to social and political organizations. Prof. Silberstein.

110 Logic and Critical Thinking

3 credits. **(Power of Language Core Course)** A study of the techniques of analyzing texts, arguments, and language. The process of inquiry into evidence and truth. The nature of inference from premises to conclusion, rules for deductive and inductive process; informal inferences and fallacies, and theory of definition. *Prerequisite: Mathematics 011 (competency). NOTE: A student who has received credit for English 150 to satisfy the Power of Language requirement may not enroll in Philosophy 110. Philosophy 110 is available only to those students with English 150 placement level.* Prof. Silberstein.

115 Ethics

3 credits. **(Values and Choice Core Course)** A study of the nature, origin, and development of ethical theories from a historical perspective and their relevance to some significant problems in contemporary life. Special attention is given to the exploration of enduring moral concerns, such as moral relativism, the place of reason in ethics, egoism and altruism, and the nature of moral responsibility. Prof. Matteo.

180 Symbolic Logic

3 credits. Studies the methods of such formal rational procedures as syllogistic, propositional, quantificational, and modal logic, and the informal procedures of inductive reasoning, meaning and definitions, and informal topics including fallacies. *Prerequisite: Mathematics 011 competency.* Prof. Silberstein.

201 Ancient and Medieval Philosophy

3 credits. **(Cultural Heritage Core Course)** An introduction to the beginning of Western philosophy: the pre-Socratic philosophers; the thought of Parmenides, Socrates, Plato, and Aristotle; and the medieval thinkers such as Augustine and Aquinas. Prof. Matteo.

213 Philosophy of Science

3 credits. **(Natural World Core Course)** An examination of the scientific method and models as they have developed historically, and an analysis of the impact of science upon the modern world and its limitations as a method into the exploration of value theories and social change. Prof. Silberstein.

240 Modern Philosophy

3 credits. A study of enduring issues in the writings of the 17th and 18th century rationalists Descartes, Spinoza, Leibnitz, and empiricists Locke, Berkeley, Hume, and Kant. Prof. Matteo.

255 Advanced Ethics

3 credits. A constantly changing inquiry into the values, norms, and thought forms used in the areas of bioethics, environmental ethics, business ethics, and the ethics of conflict and social change. Staff.

305 Philosophy of Law *(Political Science 305)*

3 credits. An analysis of the major underlying philosophical issues of both criminal and civil law. Special attention is given to natural law theory, legal positivism, epistemological foundations of legal reasoning and interpretation, and the moral foundations of retributive and distributive justice. Prof. McDonald.

310 Contemporary Philosophy

3 credits. The foundation of Kant's critical philosophy and German Idealism along with the 19th century roots of pragmatism, scientism, and existentialism. An analysis of the leading trends in 20th century Western thought including Process Philosophy, the Anglo-American analytic tradition, and Existentialism and Phenomenology. Prof. Matteo.

315 Philosophy, Film, and Literature

3 credits. An analysis of selected perennial issues in philosophy through the media of film and literature. Areas of investigation include: the nature of Self and Reality, the nature of Knowledge, as well as Morality and Political Philosophy. Staff.

320 Philosophy of Religion

3 credits. A study of man's rational efforts to establish the validity of the religious perspective with particular emphasis on theism, the proofs of the existence of God, religious experience, and the nature of evil. Prof. Matteo.

371-79 Special Topics in Philosophy

3 credits. A constantly changing specialized study within the field of philosophy featuring such areas as existentialism, philosophy of language, the mind, epistemology, and other topical interests. Staff.

480-89 Independent Study

Variable credit. *Prerequisite: Approval of chair and Independent Study Committee.*

490 Senior Thesis

3 credits. An individualized study project involving research of a topic and the preparation of a major paper. The paper is presented orally to the Philosophy department staff and interested persons. This is normally done during the Fall or Spring term of the senior year. Staff.

Elizabethtown Philosophy Department on the web at: *www.etown.edu/philosophy*

Department of Physical Education and Health

Professor: Kauffman

Associate Professor: Latimore (*Director of Athletics and Chair)*

Staff: Maloy, Roderick, Schlosser, Seward, Straub, Sweger

The Department of Physical Education and Health prepares students for a lifetime commitment to physical activity and well-being with an emphasis on individual fulfillment. Courses in physical education (1) develop positive attitudes and skills leading to physical fitness and health; (2) develop discipline and commitment to goals and, in team sports, to social and moral standards such as sportsmanship and teamwork; and (3) stress awareness of beneficial and harmful health practices as they relate to physical well-being and quality of life.

All students are required to take three credit hours of physical well being courses, of which at least two must be activity courses. No more than five (5) credits of physical well being courses may be counted toward the graduation requirement.

105 Swimming

1 credit. **(Physical Well Being Core Course)** Instruction in the four basic strokes, survival swimming, and water safety. Staff.

106 Water Aerobics

1 credit. **(Physical Well Being Core Course)** Introduces the student to different means to obtain a cardiovascular workout in the water. Graded Pass/No Pass. Staff.

110 Physical Education for the Elementary School Child

2 credits. A study of physical education at the elementary school level, with instruction in games and activities that enhance the physical development of children ages 4-12. The course also focuses on teaching techniques and organizational skills. Staff.

110L Physical Education for the Elementary School Child Laboratory

1 credit. **(Physical Well Being Core Course)** *Note: Students must enroll in both the lecture portion of this course (Physical Education 110) and the laboratory portion (Physical Education 110L) to receive credit. Physical Education 110 will count as two credits of free electives; Physical Education 110L will count as a one credit Physical Well Being activity course*. Graded Pass/No Pass. Staff.

115 Physical Fitness and Wellness

1 credit. **(Physical Well Being Core Course)** Instruction in cardiovascular-type activities, strength, flexibility, weight control, nutrition, myths, physical activity, injury prevention and rehabilitation, safety, fitness equipment, stress, relaxation, games, exercises, and the consumer-personalizing fitness, aerobic exercises. Staff.

118 Lifeguarding

1 credit. Provides lifeguard candidates and current lifeguards with the knowledge and skills necessary to keep the patrons of aquatic facilities safe in and around the water. Includes instruction in lifeguarding skills, CPR for the professional rescuer and first aid. Graded Pass/No Pass. Staff.

119 Scuba

1 credit. **(Physical Well Being Core Course)** A total introduction to the use of SCUBA equipment and safety; includes work in the pool and classroom. Provides deep water dive certification by the Professional Association of Diving Instructors (PADI). Graded Pass/No Pass. Staff.

120 Aerobics

1 credit. **(Physical Well Being Core Course)** Inspiration - perspiration: a diversified fitness program that will give a complete workout. Graded Pass/No Pass. Staff.

125 Tennis

1 credit. **(Physical Well Being Core Course)** Rules, playing techniques, and skill development. Staff.

130 Bicycling

1 credit. The purpose of this course is to develop a better awareness of safety, recreation, and fitness while biking. *Equipment needed: a bicycle with five or more gears, a bicycle flag, and a helmet.* Graded Pass/No Pass. Staff.

137 Outdoor Recreation

1 credit. **(Physical Well Being Core Course)** Introduction to hiking, camping, orienteering and wilderness survival skills. Staff.

140 Bowling

1 credit. **(Physical Well Being Core Course)** Rules, playing techniques, and skill development. Graded Pass/No Pass. Staff.

146 Racquetball

1 credit. **(Physical Well Being Core Course)** Rules, playing techniques, and skill development. Staff.

150 Volleyball

1 credit. **(Physical Well Being Core Course)** Rules, playing techniques, and skill development. Staff.

161-163 Adapted Physical Education

1 credit. **(Physical Well Being Core Course)** Individual activity or collective exercise adapted to needs and abilities of the student. Graded Pass/No Pass. Prof. Sweger.

165 Golf/Badminton

1 credit. **(Physical Well Being Core Course)** Rules, playing techniques, and skill development. Staff.

175 Archery/Badminton

1 credit. **(Physical Well Being Core Course)** Rules, playing techniques, and skill development. Staff.

181-183 Self-directed Physical Education Activity

1 credit. **(Physical Well Being Core Course)** For the student who has extenuating circumstances which prohibit the person from meeting regularly scheduled physical education classes. Graded Pass/No Pass. Prof. Latimore.

185 Basketball

1 credit. **(Physical Well Being Core Course)** Rules, playing techniques, and skill development. Prof. Schlosser.

190 Horsemanship

1 credit. **(Physical Well Being Core Course)** Basic riding positions, balance, equine safety. Discuss equine behavior, care, tack, styles, and management. Graded Pass/No Pass. Staff.

194 Skiing

1 credit. **(Physical Well Being Core Course)** Graded Pass/No Pass. Staff.

195 Soccer

1 credit. **(Physical Well Being Core Course)** Rules, playing techniques, and skill development. Prof. Roderick.

218 Water Safety Instruction

1 credit. **(Physical Well Being Core Course)** This course follows American Red Cross certification procedures. Graded Pass/No Pass. Staff.

378 Martial Arts Fitness

1 credit. **(Physical Well Being Core Course)**. Students learn practical self-defense techniques as they increase their strength, endurance, coordination and flexibility. Graded Pass/No Pass. Staff.

Elizabethtown Physical Education Department on the web at: *www.etown.edu/physed*

Department of Physics and Engineering

Including Earth Science

Professors: Ranck, Stuckey

Associate Professors: Grave, Leap

Assistant Professors: DeGoede, McBride, Scanlin, Wunderlich

Lecturer: Ferruzza *(Chair, Director Engineering Programs)*

Bachelor of Arts, Bachelor of Science

Programs in the Department of Physics and Engineering are designed to convey an appreciation and understanding of physical and natural systems and to prepare students for professional careers in science and technical fields. In accord with the philosophy that both majors and nonmajors should be broadly exposed to studies of natural phenomena, the department offers a variety of formal courses and informal learning experiences, all intended to cultivate an ability for continuing self-education. Analysis, problem solving, and hands-on experience are emphasized at all instructional levels.

Students majoring in the department commonly go on to graduate school or to careers in physics, engineering, or education.

Programs in Physics

Programs in physics lead to the bachelor of science degree.

The *Physics major* is preparation either for graduate school or for the technical job market. *Physics majors* are required to take Physics 200, 201, 202, 221, 302, 321, 353, 421, 422, 491, and 492; Mathematics 112 or 121, 122, 201, 222, and 321; Chemistry 105 and 113; Computer Science 121; and Engineering 210.

The *Engineering Physics major* is a practical program designed to lead to a technical career in industry. *Engineering Physics majors* are required to take Physics 200, 201, 202, 221, 302, 321, and 353; Mathematics 112 or 121, 122, 201, 222, and 321; Engineering 100, 110, 210, 262 or 333, 263, and 491; Computer Science 121; Chemistry 105 and 113; and Economics 100.

The *Secondary Education Major in Physics* and the *General Science Education major* (with a concentration in physics), offered in conjunction with the education department, lead to Pennsylvania teacher certification at the secondary level.

Secondary Education Majors in Physics are required to take Physics 200, 201, 202, 221, and 321; Earth Science 215; Engineering 210 and 333; Chemistry 105 and 113; Biology 105, 105L, 108, and 108L; Mathematics 112 or 121, 122, and 222; Computer Science 121; and Education 105, 150, 215, 265, 275, 295, 305, 380, 470, and 490.

General Science Education majors (with a concentration in physics) fulfill the course requirements listed in Interdisciplinary Programs under General Science Certification.

Minors in physics are required to take Physics 200, 201, 202, 221, and six additional credits in physics.

The Elizabethtown College Four-year Engineering programs, which lead to the bachelor of science degree, are preparation for technical careers in industry.

The *Computer Engineering major* combines studies of engineering and computer technology, including both hardware and software. *Computer Engineering majors* are required to take Physics 200, 201, 202, and 302; Computer Science 121, 122, 221, and 222; Engineering 100, 110, 210, 220, 230, 310, 332, 333, 410, 422, 433, and 491; Chemistry 105; and Mathematics 112 or 121, 122, 201, 222, and 321.
The *Industrial Engineering major* combines engineering physics with business administration. *Industrial Engineering majors* are required to take Physics 200, 201, 202, 321, and Engineering 262 or 333; Engineering 100, 110, 210, 411, and 491; Mathematics 112 or 121, 122, 151, 201, and 222; Accounting 305; Computer Science 121; Chemistry 105 and 113; Economics 100 and 102; Business Administration 265, 369, 466, and either 330 or 468; either Business Administration 248 or Mathematics 331; English 382; and Psychology 105.

Programs in Engineering

Engineering majors in the 3+2 program study for three years at Elizabethtown College and two years normally at the College of Engineering at Penn State University. Upon completion of course requirements, the bachelor of arts degree is awarded by Elizabethtown College and the bachelor of science degree by the Penn State College of Engineering. Students in the 3+2 program who maintain a 3.0 cumulative grade point average (3.5 for computer engineering and mechanical engineering) at Elizabethtown College are guaranteed admission to the College of Engineering at Penn State University.

At Elizabethtown College, *Engineering students in the 3+2 program* are required to take Physics 200, 201, 202; Engineering 100, 110, 210, and 262; Mathematics 112 or 121, 122, 201, 222, and 321; Chemistry 105 and 113; Computer Science 121; Economics 100; English 100 or 150, and 382; and three of the following eight courses: Engineering 220, 263, 264, 333, Physics 221, 302, 321, 353. Students in the 3+2 pre-engineering program may take as few as three 200-level core courses and are exempt from a second three credit course in *either* the Cultural Heritage *or* Social World Area of Understanding.

The Department of Physics and Engineering participates in the College Honors in the Discipline program. For guidelines and details as to requirements, the student should consult the department chair.

103 General Physics I

4 credits. (**Natural World Core Course**) A study of the principles of physics, including mechanics (motion, equilibrium, work, energy, momentum), fluids, heat, and oscillatory motion. Hours: lecture 3, discussion 1, laboratory 2. *Prerequisite: high school algebra. Students who have credit for Physics 200 may not enroll in this course for credit.* Fall semester. Prof. Stuckey.

104 General Physics II

4 credits. Continuation of Physics 103. Topics include waves, sound, electricity and magnetism, geometric optics, and radioactivity. Hours: lecture 3, discussion 1, laboratory 2. *Prerequisite:*

Physics 103. Students who have credit for Physics 201 may not enroll in this course for credit. Spring semester. Staff.

200 College Physics I

4 credits. **(Natural World Core Course)** Introduction to the basic concepts of mechanics, classical kinematics and dynamics (linear and rotational motion, work and energy, impulse and momentum), friction, statics. Hours: lecture 3, discussion 1 laboratory 2. *Prerequisite: Mathematics 112 or 121. Students who have credit for Physics 103 may not enroll in this course for credit.* Fall semester. Prof. DeGoede.

201 College Physics II

4 credits. A continuation of Physics 200. Introduction to the basic concepts of electricity and magnetism. Covering topics on fields, waves, potential, current, resistance, capacitance, inductance, direct current circuits, and alternating current circuits. Hours: lecture 3, discussion 1, laboratory 2. *Prerequisite: Physics 200. Students who have credit for Physics 104 may not enroll in this course for credit.* Spring semester. Staff.

202 College Physics III

4 credits. Introduction to oscillations, fluids, universal gravitation, thermodynamics, geometric optics, interference, diffraction, and special relativity. The laboratory introduces numerical analysis and iterative solutions. Hours: lecture 3, laboratory 3. *Prerequisites: Physics 200; Co-or prerequisite Mathematics 222.* Spring semester. Prof. Ferruzza.

212 Astronomy

4 credits. **(Natural World Core Course)** A study of the structure and evolution of stars, planetary systems, galaxies and the universe. Less familiar astronomical objects such as black holes, quasars, cosmic strings, texture, and wormholes are also studied. Laboratories provide an opportunity to observe planets, stars, clusters, and galaxies; they also provide practical experience in determining astronomical quantities. Hours: lecture 3, laboratory 2. Prof. Stuckey.

215 Introductory Acoustics

3 credits. **(Creative Expression Core Course)** A study of the fundamentals of musical sound produced by wind and string instruments. The course covers vibrational and oscillatory motion, waves, types of sound, science and aesthetics, scales, pitch, beats, power and loudness, consonance, dissonance, chords, and harmony. *Prerequisite: While they needn't be proficient, students must be able to produce specific notes (e.g., Bb or C#) on a wind or string instrument of their choice (to include human voice).* Prof. Stuckey.

***221 Modern Physics** (Chemistry 343)*

3 credits. Twentieth-century developments in the structure of the atom. Topics include X-rays, radioactivity, atomic spectra, blackbody radiation, introduction to quantum theory emphasizing the extranuclear structure of the atom, elementary particles, nuclear structure, and transformations. *Prerequisites: Physics 201, Mathematics 122.* Fall semester. Prof. Hoffman.

301 Mechanics *(Engineering 263)*

3 credits. Newtonian mechanics of particles, a system of particles and of rigid bodies in fixed and moving reference frames in three dimensions. Topics include: energy and momentum concepts, Euler's equations, and the simple oscillator. With applications to mechanical systems. *Prerequisite: Physics 202; Co- or prerequisite: Mathematics 222*. Spring semester. Prof. DeGoede.

302 Electromagnetism

3 credits. An intermediate course in electromagnetism including electro- and magnetostatics and dynamics, Maxwell's equations, macroscopic fields, electromagnetic waves, and special relativity. *Prerequisite: Physics 202; Co- or prerequisite: Mathematics 321*. Spring semester. Staff.

321 Thermodynamics

3 credits. Properties of pure substances, equations of state, laws of thermodynamics applied to analysis of closed systems and control volumes. Emphasis on macroscopic thermodynamics and engineering applications. Prerequisite*: Physics 202.* Spring semester. Prof. Ferruzza.

353 Advanced Physics Laboratory *(Chemistry 353)*

4 credits. Experimentation, data acquisition, data analysis, and technical presentations appropriate for the physical and chemical sciences. Emphasis on statistics of physical/chemical experimental data and computer methods of analysis, including electronic laboratory notebooks and computer networks. Hours: lecture 2, laboratory 6. *Prerequisites: Physics 201, Mathematics 112 or 121*. Fall semester. Prof. Hoffman.

371-379 Topics in Physics

Variable credits. Topics in physics not covered in other courses. *Prerequisite: Permission of instructor*. Staff.

421, 422 Quantum Physics I, II

3 credits each. Quantum theory including the formalisms of Schrodinger, Heisenberg, and Dirac, the uncertainty principles, quantum solutions to problems in classical mechanics, spin-1/2 systems, scattering theory perturbation theory, atomic physics, Bose-Einstein and Fermi-Dirac statistics for many-particle systems, and the interaction of radiation with matter. *Prerequisites: Physics 221, 301, and 302.* Staff.

423 General Relativity

3 credits. An introduction to calculus on manifolds, differential topology, exterior calculus, affine geometry, Riemannian geometry, special relativity, and general relativity with applications to relativistic cosmology. *Prerequisites: Mathematics 122 and 201 or permission of instructor*. Spring semester. Prof. Stuckey.

481-489 Independent Study

Variable credits. Study and experimentation in an area of interest to the student and faculty member. *Prerequisite: Approval of Chair and Independent Study Committee.* Staff.

491, 492 Research I, II

3 credits each. An original experiment or theoretical investigation performed under the close supervision of a faculty member. A written thesis and a public seminar are required. Hours: laboratory 6. *Prerequisite: Permission of instructor*. Staff.

Earth Science

111 The Dynamic Earth

4 credits. **(Natural World Core Course)** The physical makeup of the earth and the dynamics of its evolution as a planet. Included are studies of basic minerals, rock families, global tectonics, volcanism, seismicity and geological time. Hours: lecture 3, laboratory 2. Spring semester. Prof. Scanlin.

112 The Geology of Landscape

4 credits. **(Natural World Core Course)** The study of landscapes, their origin and evolution as produced by natural agents including river systems, glaciers, groundwater, wind, and waves. Contrasting views of Davis, Hack and other theorists are included. Hours: lecture 3, laboratory 2. Fall semester. Prof. Scanlin.

215 Meteorology

3 credits. **(Natural World Core Course)** General studies of weather and associated atmospheric phenomena, their causes, effects, and geographic distribution. Prof. Ferruzza.

215L Meteorology Laboratory

1 credit. **(Natural World Core Course)** Experiments to illustrate meteorological concepts. Introduction to analysis techniques. *Co- or Prerequisite: Earth Science 215.* Spring semester. Prof. Ferruzza.

216 Physical Geography

3 credits. An introduction to the physical bases for geography including earth/sun relationships, map projections, weather patterns, climates, and landforms. *Prerequisite: education major or permission of instructor.* Spring semester. Staff.

Engineering

100 Introduction to Engineering I

2 credits. Development of the design process and introduction to professional ethics. Discussion and presentation of various branches of the engineering profession. Application and use of various computer programs for analysis and problem solving. Introduction to resume writing, employment search strategy, and job interview skills. Hours: combined lecture/discussion/lab 4. Fall semester. Profs. Grave, McBride.

110 Introduction to Engineering II

2 credits. Introduction to graphical communication including sketching, ideation, and computer aided drawing. Development of mathematical techniques for engineering applications. Continued exploration of the engineering design process including a design and build project. Hours: combined lecture/discussion/lab 4. *Prerequisite: Engineering 100*. Spring semester. Staff.

210 Circuit Analysis

4 credits. Introduction to linear circuit analysis and basic electric circuit components. Topics covered include DC analysis, AC analysis, and transient analysis for circuits containing resistors, inductors, capacitors, and diodes. Hours: lecture 3, laboratory 3. Fall semester. Prof. Grave.

220 Electronics

4 credits. Practical and theoretical study of fundamental components and circuits, including transistors, diodes, integrated circuits, power supplies, filters, amplifiers, control circuits, and some digital electronics. Hours: lecture 3, laboratory 3. *Prerequisite: Engineering 210.* Spring semester. Staff.

230 Microcomputer Architecture *(Computer Science 230)*

3 credits. The operation of the microcomputer, the physical characteristics of its architecture, and the implementation of software are discussed. The course explores the UNIX, Macintosh, and IBM operating environments. Topics covered include computer ethics, hardware components such as memory registers, central processor types, controllers, peripherals such as disk drives and tape drives, ASCII code implementation, input/output architecture and devices, memory management, networking, and multimedia. *Prerequisite: Computer Science 122*. Prof. Wunderlich.

262 Statics

3 credits. Equilibria of particles and rigid bodies subject to concentrated and distributed forces with practical applications to the design of mechanical structures. Topics include: structural analysis, internal forces, friction, inertial properties and virtual work. *Prerequisite: Physics 200.* Fall semester. Prof. DeGoede.

263 Dynamics *(Physics 301)*

3 credits. Newtonian mechanics of particles, a system of particles and of rigid bodies in fixed and moving reference frames in three dimensions. Topics include: energy and momentum concepts, Euler's equations, and the simple oscillator. With applications to mechanical systems.

Prerequisite: Physics 202; Co- or prerequisites: Mathematics 222. Spring semester. Prof. DeGoede.

264 Strength of Materials

3 credits. Deformation and behavior of materials under load to the point of fracture with applications to the design of physical systems. Topics include: axial stress and strain; torsion; pressure vessels; stresses in beams; elastic curves and deflection of beams; combined stress; buckling of columns; an introduction to energy methods. *Prerequisite: Engineering 262.* Spring semester, odd numbered years. Prof. DeGoede.

310 Signals and Systems

3 credits. Analysis of continuous-time linear systems, discrete-time linear systems, and methods of signal sampling and reconstruction. Applications of Fourier Series, Fourier Transform, Laplace Transform, and State Variable techniques. *Prerequisite: Engineering 220.* Fall semester. Prof. McBride.

332 Computer Organization and Architecture *(Computer Science 332)*

3 credits. Introduction to Boolean algebra, design of combinational and sequential circuits, and their use in von Neumann computer architecture. Basic parts of computer systems including memory, control and input-output systems are studied. The student is expected to design a simple micro-programmed computer. *Prerequisite: Computer Science 222.* Fall semester. Prof. Wunderlich.

333 Digital Circuits and Computer Interfacing *(Computer Science 333)*

4 credits. Digital logic and integrated circuits to implement logic; architecture and machine language programming of mini-computers and microprocessors; design, testing, and construction of instrument-to-computer and computer-to-instrument interfaces; design and testing of supporting software. *Prerequisite: Computer Science 122 and 332, or permission of instructor.* Spring semester, odd-numbered years. Prof. Wunderlich.

410 Control Systems

3 credits. Design and analysis of continuous time-domain control systems using system modeling techniques and simulation software for control algorithms. Evaluation of control system performance and design criteria including feeback, stability, sensitivity, time and frequency response. Introduction to similar topics in the discrete-time domain. *Prerequisite: Engineering 310, Computer Science 344, Matematics 201, or permission of instructor.* Spring semester, even-numbered years. Staff.

411 Work Measurement, Quality Assurance, and Human Factors

3 credits. Production management with emphasis on process improvement, work measurement, cost reduction, application of statistical techniques to quality assurance; and ergonomics. *Prerequisite: Business Administration 248; Co- or prerequisite: Business Administration 369.* Fall semester. Prof. Ferruzza.

422 Operating Systems and Systems Programming *(Computer Science 422)*

3 credits. An examination of the principles and theories behind the design of operating systems as well as their practical implementation. Topics include: executives and monitors, task handlers, scheduling algorithms, file handlers, device drivers and interrupt handlers, theories of resource allocation and sharing, multiprocessing and interprocess communication. *Prerequisites: Engineering 332.* Spring semester, even numbered years. Staff.

433 Advanced Computer Engineering

4 credits. Laboratory course for senior/junior students studying computer engineering. Circuit level design and implementation of a complete microcomputer system, including microprocessor characteristics and interfacing, clock generator circuits for microprocessors, bus structures and design, input/output systems, memory systems and interfacing, static RAM, ROM and its programming, and low level programming of a microprocessor. Major laboratory project requires students to design, build, test and demonstrate a complete microcomputer based system. Hours: lecture 3, laboratory 3. *Prerequisites: Computer Science 222: Engineering 332, 333.* Spring semester, even-numbered years. Prof. Wunderlich.

491 Senior Project in Engineering

3 credits. A demanding, and perhaps original, engineering project performed under close supervision of a faculty member. Progress reports, a final report, and a public seminar are required. *Prerequisite: Permission of instructor.* Staff.

Elizabethtown Department of Physics and Engineering on the web at: *www.etown.edu/physics&engineering*.

Political Philosophy Major and Legal

Studies

See Interdisciplinary Programs, page 178.

Department of Political Science

Professors: Gottfried, McClellan (*Chair),* Selcher

Associate Professor: McDonald

Assistant Professor: Kelly-Woessner

Bachelor of Arts

The Department of Political Science is dedicated to promoting scholarship, leadership and civic involvement. Grounded in the liberal arts, the political science major exposes students to the principal subfields of the discipline - American government, comparative government, international relations, political theory, public policy and research methods - and develops writing, oral expression, analytical and critical thinking skills. The Department utilizes three

approaches to the study of politics and government: the normative approach considers the values and ethical choices inherent in public policy; the empirical approach analyzes how politcal systems function; and the policy-oriented approach encourages the individual to engage in responsible and informed actions as a citizen.

A major in political science prepares students for careers in law, public administration, management, campaigns and elections, issue advocacy, communications, the diplomatic corps and many other exciting fields in the public, private and non-profit sectors. Beyond its worth in career terms, the study of politics and government can lead to more effective pursuit of a person's political interests as a civic responsibility or as an avocation.

The Department strongly encourages experiential learning in government, politics and the law through co-curricular programs, its own Capital Semester Internship Program (PS471) in Harrisburg and off-campus study in such programs as Brethren Colleges Abroad, the Queen's University International Study Centre at Herstmonceux Castle in England or The American University Washington D.C. Semester Program.

The Political Science major requires the following courses: Political Science 111, 115, 223, 224, 330, 351, and 498; an additional 18 credits of political science or approved non-political science courses; and one semester of a modern foreign language at the 112 level or higher. A student may choose one 9-credit concentration described below. General electives from the social sciences are encouraged.

For a *concentration in American politics and public policy,* a student must take three of the following courses: Political Science 313, 316, 318, 361, or 365. For a *concentration in public law and political philosophy,* a student must take three of the following courses: Political Science 305, 311, 324, 326, 329, or 348. For a *concentration in International Politics and Public Policy,* a student must take three of the following courses: Political Science 245, 252, 345, or 348. For a *concentration in European Studies,* 9 credit hours must be taken at the International Study Centre, Herstmonceux Castle in England.

A Political Science minor requires 21 credits of course work. The following courses are required: Political Science 111, 115, 223 or 224, and 245 or 351. Nine additional credits in political science or approved non-political science courses must be taken. At least six of the credits must be at the 300 or 400 level in political science. A student may take these elective credits in one of the concentrations described above, but no concentration is required for the minor.

The department will accept the following non-political science courses as electives in the political science major or minor: English 283, and Sociology 331.

The department participates in the secondary school certification in social studies program, the forestry and environmental management major, and the environmental science major, offering a political science or a public policy concentration.

The Department of Political Science participates in the College Honors in the Discipline program. For guidelines and details as to requirements, the student should consult the department chair or Prof. Selcher, the departmental honors director.

For information about The American University Washington Semester Program or internship opportunities in Harrisburg through the department's Capital Semester Internship Program (PS471), students should contact Prof. E. Fletcher McClellan.

111 American National Government

3 credits. **(Social World Core Course)** Analysis of the development of the U.S. Constitution, the federal system, civil rights and liberties; public opinion, political organizations, and elections; the presidency, Congress, federal bureaucracy and courts; federal government policies in economic and foreign affairs. Profs. Kelly-Woessner, McClellan.

115 Public Policy Making for the Future

3 credits. **(Values and Choice Core Course)** Analysis of the politics, institutional structures, and policies of state and local governments in the United States, with emphasis on the value and ethical implications in the choice and execution of public policies. *Students who have received credit for PS 112 may not enroll in this course.* Spring semester. Prof. Kelly-Woessner.

205 Values and Vision

3 credits. **(Values and Choice Core Course)** Study of the works and ideas of great social and political thinkers from the Ancients to the present. Justice, equality, community, freedom, feminism, environmentalism, and multiculturalism will be among some of the contemporary social, political, and cultural issues examined and debated. *This course for nonmajors only.* Prof. McDonald.

215 Politics in Fiction and Film

3 credits. **(Values and Choice Core Course)** Examination of the way concepts and theories of government and politics are illustrated in popular fiction and film. Particular emphasis will be given to such topics as equality, justice, conflict resolution, and the role of the media. Prof. McDonald.

223 History of Western Political Thought I: Ancient to Renaissance

3 credits. A survey of major political thinkers from Plato to Machiavelli. Self, politics, nature, order and freedom will be among the topics examined. Fall semester. Prof. McDonald.

224 History of Western Political Thought II: Enlightenment to the Moderns

3 credits. Major political thinkers in the West and their writings from Thomas Hobbes to the present. Self, politics, nature, order, rights and freedom will be among the topics examined. Spring semester. Prof. McDonald.

245 International Relations

3 credits. **(Foreign Cultures and International Studies Core Course)** Survey of the basic units of analysis, concepts, and principles of global international relations with emphasis on the

formulation and implementation of foreign policy in the context of political, economic, military, and cultural factors. Prof. Selcher.

252 Latin American Society

3 credits. **(Foreign Cultures and International Studies Core Course)** A study of Latin American socio-cultural formation in its historical, political, and economic dimensions with comparison to and contrast with the United States' experience and consideration of current social issues. Prof. Selcher.

301 Mock Trial I

1 credit. To prepare and conduct a criminal jury trial in American Mock Trial Association regional and national competition. *May only be taken once for credit.* Fall semester. Prof. Morris.

302 Mock Trial II

1 credit. To prepare and conduct a criminal jury trial in the American Mock Trial Association regional and national competition. *May only be taken once for credit.* Spring semester. Prof. Morris.

305 Philosophy of Law *(Philosophy 305)*

3 credits. An analysis of the major underlying philosophical issues of both criminal and civil law. Special attention is given to natural law theory, legal positivism, epistemological foundations of legal reasoning and interpretation, and the moral foundations of retributive and distributive justice. Prof. McDonald.

311 Constitutional Law

3 credits. History and development of the U.S. Constitution. Evaluation of leading Supreme Court decisions with emphasis on current decisions and cases in the light of history and of possible future trends. Spring semester, 2003. Prof. Melvin.

313 The American Presidency

3 credits. An examination of the development of the modern presidency as institution, symbol, and policy-maker. Topics to be covered include the nature of presidential power, the institutional presidency, relations with the public and governmental institutions in the U.S., and policy leadership in foreign and domestic affairs. Spring semester, 2003. Prof. McClellan.

316 The American Electoral Process

3 credits. Analysis of the process of recruiting, nominating, and electing candidates for national office in the U.S., the major participants in national elections, and the impact of elections on public policy-making. Prof. McClellan.

318 Mass Media and American Politics

3 credits. Analysis of the role and influence of the mass media in American politics, emphasizing the development of the media industry and its relations with government, the political communications process, and the impact of the media on public opinion, elections, and public policy-making. Prof. Kelly-Woessner.

323 Politics Through Film and Literature

3 credits. A study of political novels and films and how these art forms have significantly shaped our understanding of politics. Democracy, totalitarianism, social inequality, and the prospects for nuclear war are among some of the topics examined. Prof. McDonald.

324 Modern Ideologies

3 credits. A survey of Marxism, socialism, anarchism, liberalism and conservatism, and an analysis of the motives and goals of their major proponents. Prof. McDonald.

326 American Political Thought

3 credits. Historical analysis of major American political thinkers from the Puritans to the present with special consideration given to the founding principles of the American republic. Prof. McDonald.

328 Politics and Religion *(Religion 328)*

3 credits. Relationships between forms of government and religious attitudes and practices with discussion of the influence of religion on political life and of religious interpretations of politics. Prof. Gottfried.

329 American Democracy and Its Critics

3 credits. An exploration of recent critical literature on American democracy and on contemporary democratic regimes in general. Discussions will center on the similarities and differences among the political commentators who will be featured and examined. Fall semester, 2002. Prof. Gottfried.

330 Research Methods *(Social Work 330)*

3 credits. Techniques of empirical political research and the development of modern methods of analysis and data presentation in political science with reference to contributions from other social sciences. A major research project on methodology is required. Spring semester. Prof. Kelly-Woessner.

345 American Foreign Policy

3 credits. Emphasis on the 1990s and beyond, with consideration of major international challenges and opportunities facing the United States, social and governmental processes in foreign policy decision-making, and the large role of American society and the private sector in the United States' presence in the world. Prof. Selcher.

348 Public International Law

3 credits. Interactions among governments, organizations, and individuals in the world community regarding the sources and modern development of international law. Staff.

351 Comparative Politics

3 credits. A comparison and contrast of the political systems of selected foreign nations, emphasizing the historical development of party systems, political cultures, and executive-legislative relations. Fall semester. Prof. Selcher.

361 Public Administration

3 credits. A study of the role and influence of executive branch departments and agencies in American politics, government and policy-making. Differences between public and private sector leadership, decision-making, communications, organization, budgeting and human resource management will be emphasized. Fall semester. Prof. McClellan.

365 Women and Public Policy

3 credits. Examination of formal and informal political systems and their effects on policies that attend to women's lives. Topics discussed are gender violence, feminization of poverty, workplace inequities, women's health issues, and lifestyle preference. Fall semester, 2002. Prof. Kelly-Woessner.

370-379 Special Topics

3 credits. Topical areas and problems of political science, subjects chosen in accord with student demand. Staff.

400 Senior Project

3 credits. An individualized study project involving research of a topic and the preparation of a major paper or project in consultation with the student's honors advisor and the department faculty. Completion of this course does not assure recognition for Honors in the Discipline. *Prerequisite: Invitation to Honors in the Discipline Program and Political Science 498.* Spring semester.

471 Capital Semester Internship

6 credits. Applied field experience in politics and public administration for state or local government agencies, the state legislature, and private political organizations. *Prerequisites: Permission of instructor, PS 361, junior or senior status.* Spring semester. Prof. McClellan.

Students at Elizabethtown College find mentors in many different settings in their educational journey: professors in the classrooms, counselors, supervisors, and coaches, like head men's soccer coach Skip Roderick `74, pictured here with some of his players.

480-489 Independent Study

Variable credit. Designed to offer independent study to advanced students, making use of techniques of political science in specific problem areas not included in the department's regular offerings. *Prerequisite: Approval of department chair and the Independent Study Committee.*

498 Senior Seminar

3 credits. An integrative, capstone course in political science, in which significant controversies in political theory and practice will be discussed and analyzed. *Prerequisite: Senior status or permission of instructor*. Fall semester. Prof. Gottfried.

Elizabethtown Political Science Department on the web at: *www.etown.edu/polysci*

Pre-Law Program

See Interdisciplinary Programs, page 179.

Premedical Programs

See Interdisciplinary Programs, page 174.

Department of Psychology

Professors: Dennis, Ellsworth, Teske

Associate Professors: Lemley *(Chair)*, Rider

Assistant Professor: Ruscio

Bachelor of Arts

The Psychology Department offers preparation for careers in human services and education and preparation for graduate and professional training in clinical, experimental, and applied psychology, and related fields. Students learn the principles and theories of psychology as currently understood and acquire the ability to derive new principles. Students are required to participate in topical and methodological studies, and may participate in field experience and research. All courses for the major include traditional learning in the classroom as well as learning outside the classroom (LOC). For some courses, the LOC is scheduled as traditional group laboratory time, whereas the LOC for other courses is scheduled individually on a "to be arranged" (TBA) basis.

The department offers a *Psychology major*. A *minor in Psychology* is offered in two tracks, *General Theory and Methods* and *Child Psychology*. The department also participates in the Social Sciences Certification program. For more information, see the interdisciplinary section of this catalog.

Courses required for the *Psychology major* are: Psychology 105, 213, 218, and 402; one of the following: 222, 225, 235, 241; one of the following: 317, 321, 341; either 413 or 414; either 425 or 435; eight additional credits of psychology courses; one biology course and one philosophy course.

Courses required for the *General Psychology minor track* are Psychology 105, 213, and twelve additional credits of psychology courses, at least four of which are to be in upper division (300/400) courses. Students are encouraged to tailor their selection of courses to their personal and career goals in consultation with a member of the psychology faculty.

Courses required for the *Child Psychology minor track* are Psychology 105, 225, 325, 333, and four additional credits of psychology courses.

The Department of Psychology participates in the College Honors in the Discipline program. For guidelines and details as to requirements, the student should consult the department chair.

105 General Psychology

4 credits. **(Social World Core Course)** An introduction to psychological science, including methods of inquiry, learning and motivation, abnormal behavior, developmental and social

influences, cognition, sensation and perception, neuroscience, and personality. Hours: 3 class, LOC TBA. Staff.

208 Health Psychology

3 credits. **(Natural World Core Course)** A study of physiology and neuro-chemistry of pain and stress related illness and those behaviors that contribute to illness. Consideration is given to philosophical questions of the mind-body relationship and the practical question of compliance with treatment regimens and the ethical question of self-determination. Prof. Ellsworth.

213 Research Methods and Statistics I

4 credits. Design and analysis of experimental research. Emphases include issues in philosophy of science, consideration of rival hypotheses, and research ethics. Hours: lecture 3, laboratory 2. *Prerequisite: Psychology 105.* Fall semester. Prof. Ruscio.

218 Research Methods and Statistics II

4 credits. Design and analysis of correlational research. Emphases include measurement and statistical power, inferences of causality, and scientific writing. Hours: lecture 3, laboratory 2. *Prerequisite: Psychology 213.* Spring semester. Prof. Ruscio.

221 Abnormal Psychology

4 credits. A study of mental disorders including schizophrenic, substance abuse, anxiety, and psychosexual disorders. Research and theories regarding diagnosis, causes, and treatments are reviewed. Hours: 3 class; LOC TBA. *Prerequisite: Psychology 105.* Spring semester. Prof. Dennis.

222 Neuroscience

3 credits. Survey of the biological basis of psychological processes, including neurons and brain organization, the endocrine system, motor control, higher cortical functions and dysfunctions. Also, the basis of sleep, hunger, sex, emotion, language, and related topics. Includes laboratory work and simulations. Hours: 3 class; LOC TBA. *Prerequisite: Psychology 105.* Spring semester. Prof. Lemley.

225 Developmental Psychology

4 credits. Physical, perceptual, linguistic, intellectual, and social-emotional human development, covering the periods of infancy, childhood, adolescence, adulthood, and old age. Students will observe and analyze various aspects of development using videotaped infants and preschool age children and will conduct off campus observations of children. Hours: 3 class; LOC TBA.

Prerequisite: Psychology 105. Fall semester. Prof. Rider.

235 Social Psychology

4 credits. Survey of issues, theories, and methods in understanding the processes by which social life constitutes, influences, and is composed of the thoughts, feelings, and behavior of human beings. Topics include social explanation, social cognition and attribution, the dynamics of self, social influence, persuasion, aggression, innovation, interpersonal communication, relationships, and environmental transaction. Students will conduct case studies and analysis. Hours: 3 class; LOC TBA. *Prerequisite: Psychology 105.* Fall semester. Prof. Teske.

237 Psychology of Women

3 credits. **(Social World)** A psychological approach to understanding both the behavior of women and the female experience. Topics include development across the lifespan, language and reasoning, victimization, physical well-being, mental health, and stereotype-based conflicts. Fall semester. Prof. Rider.

241 Sensory Psychology

4 credits. A survey of the visual, auditory, cutaneous, gustatory, and olfactory senses including the major theories and methods in sensory psychology. Includes laboratory work and demonstrations. Hours: 3 class; LOC TBA. *Prerequisite: Psychology 105.* Spring semester 2002.

Prof. Lemley.

317 Learning and Motivation

4 credits. A study of major principles and theories of learning and motivation and the empirical research, animal and human, on which they are based, and a critical evaluation of the theories. Includes out-of-class experimental analysis of behavior. Hours: 3 class; LOC TBA. *Prerequisite: Psychology 105 and junior status or POI.* Fall semester. Prof. Ellsworth.

321 Theories of Personality

4 credits. A critical examination of major theories and perspectives on human personality. Addresses historical and cultural issues, empirical evaluation, and the difficulties of formulating an integrated understanding. Emphasizes the pursuit of personal development, human freedom, and clinical application rooted in an understanding of biological, psychological, and cultural limitations. Theories include evolutionary, psychoanalytic, social-cognition, dispositional, motivational, ego-development, and narrative. Includes laboratory work. Hours: 3 class; LOC TBA. *Prerequisite: Psychology 105 and junior status or POI.* Spring semester. Prof. Teske.

325 Applied Developmental Psychology

4 credits. Examination of the applications of developmental theory and research. Topics covered include: influences of day care, poverty, child abuse, divorce, and mass media on children's development; applications of cognitive research to education; assessment and intervention of developmental psychopathology; and aging and cognitive skills. Students will participate in field work and analysis. Hours: 3 class, LOC TBA. ***Prerequisite:*** *Psychology 225.* Spring semester. Prof. Rider.

333 Psychological Assessment

4 credits. An introduction to theoretical, practical, and ethical issues in assessment, focusing on application and decision making. Widely-used tests are also discussed. Hours: 3 class; LOC TBA.

Prerequisite: Psychology 105. Spring semester. Staff.

341 Human Cognition

4 credits. A study of the theoretical models, methods, and empirical findings involving mental abilities including perceiving, reasoning, memory, problem solving, creativity, language and attention. Students will conduct a laboratory research project. Hours: 3 class; LOC TBA.

Prerequisite: Psychology 105 and junior status or POI. Prof. Lemley.

371-379 Special Topics

Variable credit. Study of topics not otherwise covered in the curriculum. Offered when student interest and faculty availability justify. *Prerequisite: Permission of instructor*. Staff.

401 Counseling Psychology

3 credits. An introduction to counseling and therapeutic skills. Substantial class time is devoted to role-playing various counselor/counselee situations and an examination of the assumptions which students bring to the role of counselor. *Prerequisites: Psychology 105 and permission of instructor*. Prof. Dennis.

402 History and Systems of Psychology

4 credits. A study of major historical systems in psychology, including structuralism, functionalism, behaviorism, gestalt psychology, and psychoanalysis. Capstone course for psychology majors. Hours: 3 class; LOC TBA. *Prerequisite: Psychology 105 and senior status.* Fall semester. Prof. Dennis.

413 Research in Perception

4 credits. A study of the theories and empirical findings in the area of perceptual functioning with emphasis on visual processing. Students will conduct an original research project. Hours: 3 class; LOC TBA. *Prerequisites: Psychology 213, 218, and 222 or 241. Honors lab by permission of instructor.* Fall semester. Prof. Lemley.

414 Research in Memory and Thinking

4 credits. The theories and empirical findings in memory and thinking. Students conduct a research project. Hours: 3 class; LOC TBA. *Prerequisites: Psychology 213, 218, and 222 or 241.* Spring semester. ***Not offered 2002-2003.*** Staff.

425 Research in Developmental Psychology

4 credits. An advanced study of major developmental theories and critical reviews of relevant empirical evidence. Students will conduct research projects related to a common theme in developmental psychology. Hours: 3 class; LOC TBA. *Prerequisites: Psychology 213, 218, and 225.* Fall semester. ***Not offered in 2002-2003***. Prof. Rider.

435 Research in Social Psychology

4 credits. A critical examination of selected areas of social psychological research with attention to crucial theoretical and methodological issues and questions of social, legal, ethical, and historical relevance. Students will complete an original research project. Hours: 3 class; LOC TBA. *Prerequisites: Psychology 213, 218, and 235 or 321.* Spring semester. Prof. Ruscio.

475 Field Study

4 credits. Supervised training and experience in a professional setting related to psychology, generally for two afternoons a week, plus meetings with the instructor. Placement depends on student interest and goals and availability of professional setting. *Prerequisites: Psychology 105 (221 and 401 for students interested in a mental health setting) and permission of instructor*. Graded Pass/No Pass. Prof. Dennis.

480-489 Independent Study

Variable credit. This course offers the mature student the independence to pursue educational experiences not otherwise available in the curriculum. *Prerequisite: Approval of the Chair and the Independent Study Committee.*

491-492 Research Practicum

Variable credit. Research in psychology under the close supervision of a faculty member. Topics for research are chosen in an area of interest to both persons. Offered by individual faculty-student arrangement. *Prerequisites: Psychology 213 and permission of instructor*. Staff.

Elizabethtown Psychology Department on the web at: *www.etown.edu/psychology*

Department of Religious Studies

Professors: Bucher *(Chair)*, Eller

Assistant Professor: J. Long

Instructor: Sadd

Bachelor of Arts

The Religious Studies Department prepares majors to continue theological study and ministry training at the graduate level; to pursue graduate study in religion; and to make meaningful contributions in the vocations to which they feel called. Religious Studies courses offer all

students the opportunity to explore the religious and spiritul dimensions of life, culture, and society. In keeping with the heritage of the Church of the Brethren and the mission of the College, departmental courses explore ways in which religious beliefs, practices, and traditions promote peace within the human community; commend the use of nonviolent methods of transforming conflict; establish justice both locally and globally; proclaim the essential worth of all human beings; and encourage respect for diversity.

Religious Studies is a highly diversified disclipline, which draws on a variety of scholarly methods and involves the empathetic study of myriad religious traditions. Our department reflects the historical, theological, scriptual, ethical and comparative aspects of this field. The faculty is, therefore, able to offer a balanced and thorough course of study for students in the areas of history of Christianity, biblical studies, Christian theology and ethics, and comparative philosophy.

Following the Church of the Brethren heritage of Elizabethtown College, the department emphasizes the study of nonviolent resistance and conflict resolution and fosters an understanding of the historical Brethren commitments to peace, justice and service. Thus, the department participates in two interdisciplinary minors: Peace and Conflict Studies and Anabaptist Studies (see page 185).

A *Religious Studies major* consists of twelve courses (36 credits). Majors must take Religious Studies 211 or 212; 165 or 215; 221, 222l 223 or 224; 490; and 24 additional religious studies credits (including at least 9 credits beyond the 200 level). Majors are required to take two semesters of either a modern language (e.g., French, German, Japanese, or Spanish) or an ancient language (e.g., Biblical Hebrew, New Testament Greek, or Latin).

A *Religious Studies minor* consists of six courses (18 credits). Minors must take Religious Studies 211 or 212; 165 or 215; 221, 222, 223 or 224; plus 9 elective credits from the religious studies offerings.

Double majors may petition the department for a two course (6 credits) reduction in the overall major courses/credit requirement.

Minors in Peace and Conflict Studies and *Anabaptist and Pietist Studies* are also available. Consult the list of "Interdisciplinary Programs" in this Academic Program for specific details.

The Department of Religious Studies participates in the College Honors in the Discipline program. For guidelines and details as to requirements, the student should consult the department chair.

105 Forms of Religious Experience

3 credits. **(Values and Choice Core Course)** The basic categories needed for an understanding of religious phenomena. Attention given to formal expressions and substantive experiencing, with emphasis upon mystical intuition. Myth, symbol, and imagery is of special interest. Staff.

165 Introduction to Peace and Conflict Studies

3 credits. **(Values and Choice Core Course)** An exploration of the causes of conflict and the means and conditions for peace. Draws on a number of disciplines to better understand entrenched and emerging fault lines that lead to violence. Introduces students to pacifist and just war positions, strategies of nonviolent resistance, and methods of conflict resolution. The foundation course for the minor in Peace and Conflict Studies. Staff.

201 Biblical Hebrew I

3 credits. A beginning study of the alphabet, grammar, and vocabulary of Biblical Hebrew, with the final goal of reading the Tanakh in its original language. Fall semester, alternate years. Prof. Bucher.

202 Biblical Hebrew II

3 credits. Continues the study of Biblical Hebrew grammar and vocabulary. Introduces the use of a lexicon. *Prerequisite: Rel 201 or POI.* Spring semester, alternate years. Prof. Bucher.

203 New Testament Greek I

3 credits. A beginning study of the grammar and vocabulary of New Testament Greek, with the goal of reading the New Testament in its original language. Fall semester, alternate years. Prof. Bucher.

204 New Testament Greek II

3 credits. A continuation of the study of New Testament Greek grammar and vocabulary. Readings will be taken from the Greek New Testament and the Septuagint. *Prerequisite: Rel 203 or permission of the instructor.* Spring semester, alternate years. Prof. Bucher.

205 Contemporary Religious Issues

3 credits. A survey of relevant problems and issues on the contemporary American religious scene. Primary emphasis is upon the cutting-edge issues in Protestantism, Roman Catholicism, and Judaism. Staff.

211 Bible I: Torah, Prophets, and Writings

3 credits. **(Cultural Heritage Core Course)** An introduction to the collection of books that Christians refer to as the Old Testament and Jews call the Tanakh (comprising Torah, Prophets, and Writings). The course will locate the biblical texts in their ancient Near Eastern context, explore the complexity of biblical interpretation, introduce basic analytical tools and skills for studying the Bible, and examine the Bible's influence on western culture. Fall semester. Prof. Bucher.

212 Bible II: Gospels, Letters, Acts, and Apocalypse

3 credits. **(Cultural Heritage Core Course)** An introduction to early Christian writings. Emphasis will be placed on those writings that came to be known as the New Testament: four Gospels, twenty-one letters, Acts of the Apostles, and John's Apocalypse. A few extracanonical Christian writings will be included (e.g., the Gospel of Thomas, the Didache, and the Apocalypse of Peter). The course will locate these religious texts in their first- and second-century Mediterranean context, introduce basic analytical tools and skills for studying ancient religious texts, and examine the Bible's influence on western culture. Spring semester. Prof. Bucher.

215 Christian Social Ethics

3 credits. **(Values and Choice Core Course)** An exploration of the values, principles, and obligations associated with one particular faith tradition, Christianity. Examines the ways in which adherents to the tradition address contemporary concerns, such as poverty, discrimination, and environmental degradation. Staff.

221 Western Religions in a Global Context

3 credits. **(Foreign Cultures and International Studies Core Course)** An introduction to the major religious traditions of the western world, Judaism, Christianity, and Islam, focusing on contemporary manifestations of these religions in cultures outside the U.S.A. Staff.

222 Asian Religions

3 credits. **(Foreign Cultures and International Studies Core Course)** An introduction to the major religious traditions of India, China, and Japan. A sympathetic and comparative examination of the basic history, scriptures, and faith-insights of Hinduism, Buddhism, Jainism, Sikhism, Taoism, Confucianism, and Shintoism. Prof. Long.

223 Asian Religions I: Religions of South Asia

3 credits. **(Foreign Cultures and International Studies Core Course)** An introduction to the major religious traditions of Southern Asia. Offers a sympathetic and comparative examination of the basic history, doctrines, and practices of Hinduism, Jainism, Sikhism, Islam, and Zoroastrianism. Prof. Long.

224 Asian Religions II: Religions of East and Southeast Asia

3 credits. **(Foreign Cultures and International Studies Core Course)** An introduction to the major religious traditions of East and Southeast Asia. Offers a sympathetic and comparative examination of the basic history, doctrines, and practices of Buddhism, Taoism, Confucianism, and Shinto. Prof. Long.

225 Anabaptist and Pietist Movements

3 credits. **(Cultural Heritage Core Course)** An introduction to the beliefs and history of representative Anabaptist and Pietist movements. Primary attention will be given to the European origins and North American developments of the Mennonites, Amish, Moravians, and

Church of the Brethren. Special attention will be given to understanding these movements within the Believers' Church, or Free Church, wing of European and American religious life, as well as in a broad cultural context. Prof. Eller.

230 Religion in America

3 credits. **(Values and Choice Core Course)** A historical and sociological survey of the major religious traditions in the United States within the setting of the larger cultural and social experience. Emphasis will be given to the role and development of immigrant religious groups, such as Roman Catholicism and Orthodoxy, as well as the emergence of uniquely American religious movements, such as the Mormons. A special focus will be how religious traditions have shaped questions of public morality and government policy. Prof. Eller.

240 Peace and Justice in Biblical Perspective

3 credits. This course examines some of the different perspectives on peace and justice found in the Hebrew Scriptures and New Testament and explores moral decision-making in response to situations of oppression and violence. Prof. Bucher.

250 Citizenship and Conscience

3 credits. **(Values and Choice Core Course)** An examination of various ethical dilemmas surrounding citizenship, conscience, military conscription, and peacemaking in three religious communities. Known as the "historic peace churches," the Friends (Quakers), Mennonites, and Brethren have a long tradition of opposing war and militarism. Special attention will be given to the place of dissent in a democratic society, points of tension between matters of faith and government policy, and the relevance of a peace witness for a variety of religious traditions. Prof. Kraybill.

255 Communal and Utopian Societies *(honors)*

4 credits. **(Social World Core Course)** Examination of various types of communal societies, frequently known as utopian or intentional communities, that have sought to institute ideal religious, social, and/or political order. Emphasis will be given to historic and contemporary expressions of American communal groups. Examples for case studies include the Ephrata Society, Brook Farm, Oneida, New Harmony, the Amana Colonies, the Shakers, Reba Place Fellowship, and the Catholic Worker Movement. Prof. Eller.

265 Voices of Nonviolence

3 credits. **(Values and Choice Core Course)** An exploration of the theory and practice of nonviolence through biography. The course reviews the life and thought of important figures from a variety of historical and geographical contexts. Included in the survey are Leo Tolstoy, Mohandas Gandhi, Dorothy Day, Martin Luther King Jr., Vaclav Havel, Oscar Romero, and Thich Nhat Hanh. Staff.

266 Psychology of Religion

3 credits. **(Social World Core Course)** Examination of the reality of religious experience and religious insight as a fundamental aspect of human behavior. The aim of this course will be to present an explanatory framework which will help us distinguish the experience of the sacred from our ordinary experience of the natural and social world. The varieties of religious experience we examine will include mystical consciousness, the conversion experience, the experience of the infinite and sublime, as well as the natural basis for the religious experience. Staff.

315 Issues in Death and Dying

3 credits. A cross-disciplinary introduction to the mystery and meaning of death and its intimate relationship to life. Presupposes the notion that the best preparation for life is an in-depth study of its nonexistence. *Prerequisite: permission of the instructor.* Staff.

317 Sociology of Religion *(Sociology 317)*

3 credits. An analysis of the role and function of religion and religious institutions in society; a study of religion as a social and cultural system. Prof. Kanagy.

328 Politics and Religion *(Political Science 328)*

3 credits. Relationships between forms of government and religious attitudes and practices with discussion of the influence of religion on political life and of religious interpretations of politics. Prof. Gottfried.

335 Renaissance and Reformation History *(History 315)*

3 credits. A study of the civilization of the Renaissance in Italy with emphasis on Florence, Erasmus, and the Protestant Reformation of the sixteenth century. Staff.

351 Religion and Violence

3 credits. A study of the reasons for hatred and war as well as a survey of the tension between patriotism and faith as found in the traditional and quasi-religions of our day. Critically examines the ideas of just war, pacifism, and non-violent resistance. Prof. Long.

357 The Church's Role in Social Change

3 credits. Combines historical and topical consideration of the church's posture toward the state and social change. An applied section views current tense situations in order to arrive at a tenable position on the church's role. Staff.

364 Amish Society *(Sociology 364)*

3 credits. The history, culture, and social organization of the Old Order Amish. Sociological theories and models utilized by social scientists to describe and analyze the Amish will be

presented. Special attention will be paid to recent social changes among the Amish. Prof. Kanagy.

366 Brethren Life and Thought

3 credits. An examination of the background, developments, beliefs, spirituality, and practices of the Church of the Brethren from its origins in eighteenth-century German Pietism to the present. Special emphasis will be given to Brethren identification with Anabaptism and to social, intellectual, and religious movements that influenced their transformation from nonconformist sect to a contemporary Protestant denomination. Offered on demand. Prof. Eller.

370-379 Special Topics in Research

3 credits. Courses offered occasionally on the basis of interest and demand, as intensive studies of a selected religious theme or area of interest. Staff.

465 Directed Research Project *(for Peace Studies and Anabaptist and Pietist Studies minors)*

3 credits. A capstone seminar designed to integrate previous work and produce a major research paper. Staff.

470-479 Internship

1-3 credits. Designed to give the individual student the opportunity to pursue an experiential learning experience in an area of major interest under the guidance of a department member. Graded Pass/No Pass. Staff.

480-489 Independent Study

3 credits. Individualized study in area where courses are not normally offered. Research is done under the supervision of one or more faculty members. Open to Religious Studies minors by special request. *Prerequisite: Approval of department chair and the Independent Study Committee*.

490 Senior Research Project/Thesis

3 credits. A specialized study project required of all majors during their senior year. It is to be initiated by the student, supervised by one or more faculty members, and culminate in a major research paper which will be presented orally to the departmental faculty. Staff.

Elizabethtown Religious Studies Department on the web at: *www.etown.edu/religion*

Department of Social Work

Associate Professors: Bartoli *(Coordinator of Urban Service-Learning),* Bergel *(Chair),* Bowersox, McFarland *(Director of Field Instruction)*

Assistant Professor: Sanders

Instructors: Gadsden, Tetez

Bachelor of Arts

Social Work is a multi-faceted profession concerned with change on an individual, community, national, and international level. Within the framework of a liberal arts tradition, Elizabethtown's social work program prepares the student for entry into professional social work practice or into graduate school. The program is based on an understanding of generalist practice which allows the graduate to choose from a wide range of social service careers.

The major in social work recognizes both the rural and urban environments of the Elizabethtown College community and seeks to prepare students for professional social work practice in either setting. The program is accredited by the Council on Social Work Education.

The program provides an extensive opportunity for field experience beginning in the freshman year. The major culminates with 600 hours of field instruction during the student's senior year. Field experiences are arranged to meet the student's individual interest. Field experiences include but are not limited to such areas as child welfare, corrections, mental health, rehabilitation, health care, schools, and aging.

The *Social Work major* requires prospective students to apply for admission to the program. This application requires the following:

1. A formal interview with a social work faculty member where professional interests and abilities are explored.

2. Three references rating-forms completed by persons who know the applicant (two personal, one professional).

3. A short essay describing the applicant's interest in the field of social work.

4. Formal admittance to Elizabethtown College.

This application procedure may occur before the student enters Elizabethtown College or at any time after admittance. Admittance into the program does not guarantee that the student will graduate with a degree in social work. The advisor, in conjunction with the social work faculty, reserves the right to dismiss a student from the major on the basis of unprofessional behavior and/or academic performance. The standards for professional conduct as expressed in the NASW Code of Ethics serves as the Department's standards to determine dismissal from the program. The student has the right to appeal the decision in the same manner as dismissal for academically related reasons. These policies are articulated in both the department's handbook and the website.

In order to remain in the department, the student must obtain a minimum grade point average of 2.0 in all social work courses required by the major.

The *Social Work major* requires the following courses: Biology 105 or 111; Sociology 101; Psychology 105; Economics 100; Mathematics 151; Modern Language 112 (Modern Language 112 is waived for majors who test into Modern Language 211 or higher); Social Work 151, 233, 234, 280, 330, 367, 368, 369, 401, 402, 470, 471, and 498.

A *Human Services minor* is offered by the Department of Social Work. For details of the requirements, see the Interdisciplinary Programs section of the Academic Program. For more information, contact Prof. Thomas Bowersox.

The Department of Social Work participates in the College Honors in the Discipline program. For guidelines and details as to requirements, the student should consult Dr. Margaret McFarland.

151 Social Welfare Issues in Contemporary Society

3 credits. **(Social World Core Course)** The historical, philosophical, sociological, and political perspectives of social welfare. Social work, as one profession involved in social welfare, is explored and compared to other professions. Ten hours of service-learning is required. Profs. Bowersox, McFarland, Sanders.

233 Human Behavior in the Social Environment I

3 credits. **(Social World Core Course)** A study of the interrelationships of social systems, with particular emphasis upon the impact of the environment on human development from infancy to young adulthood. Special consideration will be given to the influence of ethnicity, racism, sexism, ageism, and heterosexism upon behavior and the implications for human service delivery. Ten hours of service learning is required. *Prerequisites: Biology 105 or 111, Sociology 101, and Psychology 105; or permission of the instructor*. Prof. Bowersox, Sanders, Gadsden.

234 Human Behavior in the Social Environment II

3 credits. **(Social World Core Course)** Identifies the various stages of bio-psycho-social development and developmental tasks of middle-aged adults and elderly. The importance of death and dying as a developmental task will be examined. Special consideration will be given to the influence of ethnicity, racism, sexism, ageism, and heterosexism upon behavior and the implications for human service delivery. Ten hours of service learning is required. *Prerequisites: Biology 105 or 111, Sociology 101 and Psychology 105; or permission of the instructor*. Prof. Bowersox, Sanders, Gadsden.

280 Helping Skills

3 credits. **(Social World Core Course)** Students learn counseling skills that are relevant to diverse populations and oppressed groups, including women, gays and lesbians, ethnic and/or cultural minorities, and the aged. The systems and ecological perspectives and the social psychological theory of symbolic interactionism will be explored to understand human behavior. Laboratory training. Ten hours of service learning is required. Fall, spring semesters. *Prerequisites: Sociology 101 and Psychology 105, Social Work 151; or permission of the instructor*. Profs. Bergel, Sanders.

330 Methods of Social Work Research *(Sociology 330, Political Science 330)*

3 credits. Instruction in understanding current research in social work and in applying this knowledge through the course project. *Prerequisite or corequisite: Mathematics 151.*

Prerequisites: Social Work 151, 233, 280, or permission of the instructor. Fall semester. Prof. Sanders

332 Seminar in Urban Issues *(Education 330)*

3 credits. Explores the issues of urban family health and welfare, poverty and homelessness, child care and schooling, and cultural linguistic diversity. Using family systems and ecological systems perspectives, students will look carefully at the interaction of economic, cultural, political, social and historic factors that shape and constrain the quality of life for our most vulnerable citizens. The seminar includes opportunities for internships in urban communities and schools. Prof. Bartoli.

339 Human Sexuality

3 credits. A study of socio-sexual behavior, attitudes and knowledge, including sexual socialization, theories of sexual orientation, survey and experimental research and selected items. Prof. McFarland.

344 Aging: Social Response and Implications

3 credits. An examination of the aging process in our society. The emphasis is on the interface of the individual and the environment and the services, needs and institutions related to the elderly. Field trips to social service agencies. Prof. McFarland.

355 Women in Society

3 credits. An inquiry into the past, present, and future status of women in our society. Topics include the socialization process, the relationship between gender and significant social institutions, and feminist theories that explain the needs and status of women. Prof. Bergel.

357 Child Welfare

3 credits. A study of ethnic, cultural and economic problems as they relate to children, the services available to combat those problems, and the legal and legislative aspects of child welfare. Profs. Bowersox, Gadsden.

366 Addiction and Society

3 credits. An examination of individual, family, and social implications of addiction in society and an exploration of social policies related to addiction. Fall semester. Staff

367 Generalist Social Work Practice I—Individuals

3 credits. Building upon the exploration of social work knowledge, skills and values begun in Social Work 280, the course focuses on problem solving in generalist practice at the micro level (i.e., individuals, families and small groups) with diverse populations. A variety of theories of assessments and field experience intervention are studied in preparation for application in the

field at the entry level of the profession. *Prerequisites: Social Work 151, 223, 234, 280, Mathematics 151, or permission of the instructor.* Fall semester. Profs. Bergel, McFarland..

368 Generalist Social Work Practice II—Families and Small Groups

3 credits. Presents theory, values and skills for generalist social work practice at the mezzo level (small groups and families) with diverse populations. A variety of theories of assessment and intervention are studied at this level in preparaton. Application in the field at the entry level of the profession. Field experience. *Prerequisites: Social Work 151, 223, 280, and 367, or permission of the instructor. Social Work majors only*. Spring semester. Prof. Teter.

369 Generalist Social Work Practice III—Communities and Organizations

3 credits. As with Social Work 367and 369, the course builds upon the exploration of social work knowledge, skills and values begun in the foundation courses. It focuses on problem solving in generalist practice at the macro level (i.e. organizations and communities), with diverse populations. A variety of theories of assessment and intervention are studied at this level in preparation for application in the field at the entry level of the profession. *Prerequisites: Social Work 151, 233, 280, 330, 367, 368 or permission of the instructor. Social Work majors only.* Spring semester. Prof. Bergel.

371-379 Special Topics in Social Work

3 credit. Reading and discussion of topical areas of social work including, but not limited to, evaluation research, family treatment, group treatment, services to minority groups, and industrial social work. Staff.

400 Senior Project

1-3 credits. Students who have been invited to and accepted to participate in the Honors in the Discipline Program may register for this course in the semester in which the research or creative project is completed. Completion of this course does not assure recognition for Honors in the Discipline. See Professor McFarland for additional information. *Prerequisite: Invitation to Honors in the Discipline Program.*

401 Social Welfare Policy and Services

3 credits. Students build their knowledge of social welfare and social work's historical and philosophical foundations begun in Social Work 151. They learn why and how social policy is formulated and implemented into micro, mezzo, and macro levels of society; how policy impacts upon direct practice; and how the quality of life is affected by it across frameworks for policy analysis and methods for influencing its development. *Prerequisites: Political Science 111, Economics 100, Social Work 151, 233, 280, 330, 367, or permission of the instructor. Social Work majors only.* Spring semester. Prof. Bowersox.

402 Applied Social Policy

3 credits. Based upon assessment skills, knowledge of the policy making process and professional values developed in Social Work 401 and other courses, students turn to the field to

apply this preparation to a proposed change in social policy at local, state or national level. Students study the history, philosophies and policy making systems involved in the issue each chooses, related to their Social Work 470 senior field placement. After assessing the issues and the key players in the decision-making process, they advocate for this position and evaluate the results. *Prerequisite: Social Work 401 or permission of the instructor. Social Work majors only.* Fall semester. Prof. Bowersox.

470 Field Instruction I

6 credits. Supervised field instruction for a least 200 hours in an agency. Student begins to assume responsibility with client systems in such ways as monitoring tasks, providing support, conducting group activities, and assisting the social worker with other professional responsibilities. *Prerequisites: Social Work 151, 233, 280, 330, 367, 369, 401, 402, or permission of the instructor. Social Work majors only.* Graded Pass/No Pass. Fall semester. Profs. Bowersox, McFarland.

471 Field Instruction II

12 credits. Supervised field instruction for at least 400 hours plus a weekly on-campus seminar. Students proceed from an "assistant" position to one of complete client responsibility under direct supervision. Roles students assume may include advocate, enabler, social broker, and program planner. *Prerequisites: Social Work 151, 233, 280, 330, 367, 369, 401, 402, 470, or permission of the instructor; corequisite: Social Work 498. Social Work majors only.* Graded Pass/No Pass. Spring semester. Profs. Bowersox, McFarland.

481-489 Independent Study in Social Work

Variable credit. Opportunity for advanced students independently to pursue study otherwise not available in the curriculum. *Prerequisite: permission of instructor and approval of the Independent Study Committee*. Staff.

498 Senior Seminar

3 credits. Final course integrating the theory from preceding courses with the professional experience of field instruction. A major project required. *Prerequisites: Social Work 151, 233, 280, 330, 367, 369, 401, 402, 470; corequisite Social Work 471, or permission of the instructor. Social Work majors only.* Spring semester. Profs. McFarland, Bergel.

Elizabethtown Social Work Department on the web at: *www.etown.edu/socialwork.*

Department of Sociology and Anthropology

Professors: Long, McAllister

Associate Professors: Kanagy, Wheelersburg *(Chair)*

Assistant Professors: Liu, Newell

Visiting Assistant Professor: Tetteh

Bachelor of Arts

The department's program provides for the study of interpersonal and intergroup relationships and the growth, changes, structures and processes of human society. The courses, reflecting the philosophical tradition of Elizabethtown College, are designed to prepare students for service in a complex society. The department offers two majors.

Bachelor of Arts in Sociology-Anthropology

The major emphasizes conceptual and applied approaches so that the student is prepared for a variety of career opportunities. Students majoring in sociology-anthropology move directly into careers in business, government, criminal justice, survey and marketing research, religious settings, and in other fields where knowledge of society and human behavior is important. Some go on to graduate school seeking higher degrees in sociology, anthropology, public health, hospital administration, social planning, social work, law and business administration.

The department also participates in the Citizenship Education and Social Sciences Certification Program that prepares students to be secondary teachers. Refer to the Interdisciplinary section for a detailed description.

The department also offers minors in sociology and in anthropology.

The *Sociology-Anthropology major* requires 42 credits. Students complete 30 credits from the common track and 12 credits from one of three options. The common track requires Sociology 101, 204, 330, 331, 498; Anthropology 111, 201, 360; one of the following: Anthropology 306, 307, 308, Sociology 364 or 367; and Mathematics 151.

Option A (Sociology-Anthropology) includes a sociology elective, an anthropology elective, internship, and an approved elective.

Option B (Criminal Justice) requires Sociology 215 and 217; Sociology 342 or 352, or Political Science 311; and an internship.

Option C (Archaeology) consists of Anthropology 361, 362 (6 credits), 363, and an internship.

The *Anthropology minor* requires 18 credit hours of course work including Sociology 101; Anthropology 111, 201, 360; and two anthropology electives.

The *Sociology minor* requires 18 credit hours of course work including Sociology 101, 204, 330, and three sociology electives.

The Department of Sociology-Anthropology participates in the College Honors in the Discipline. For guidelines and details regarding requirements, the student should consult the department chair.

Bachelor of Arts in Criminal Justice

With a focus on social justice, the major emphasizes the prevention aspects of the criminal justice system. Students learn basic social science theories on the sources of conflict in America,

such as race and ethnic relations, and deviant behavior. Majors also acquire the analytical tools and criminal justice knowledge necessary to collect and interpret crime data. As liberal arts majors, students broaden their learning outside of sociology in such fields as ethics, political science, psychology and statistics. In addition, criminal justice majors elect subjects relevant to modern criminology such as management, conflict resolution, foreign language, human genetics, law, professional writing or social work.

The Criminal Justice major consists of 42 required credits and 6 - 7 credits of approved electives. Required courses are Sociology 101, 215, 217, 220, 302, 330, 342, 352, 353 and 471; Mathematics 151; Philosophy 115; Political Science 111; and Psychology 105. *Students must choose two courses from the following groups, and only one course from any one broup can be used to meet the elective requirement:* Anthropology 363 or Biology 205 or 211; English 283 or 284; Political Science 311 or 361; Psychology 221 or 235; Spanish 211 or 212; and Social Work 357 or 366.

Sociology

101 Discovering Society

3 credits (Social World Core Course) An introduction to the sociological perspective to achieve an understanding of society and its impact on the individual through exploring social reality, processes and explanation. Staff.

204 Population and Global Issues

3 credits (Social World Core Course) Critical analysis of the relationship between demographic processes (including fertility, mortality and migration) and major social problems (such as land degradation, food and water shortages, energy development and sustainable growth). Staff.

215 Criminology

3 credits. Sociological approaches to the study of crime with emphasis on current sociological theory and research, special consideration of the judicial system and penology. Staff.

217 Introduction to the American Criminal Justice System

3 credits. An overview of the criminal justice system in the United States that examines law, policing, lawyers, judges, and court processes. Staff.

220 Race and Ethnic Relations

3 credits. Study of racial and cultural minorities in the U.S. and their relationships to dominant groups, including discrimination, prejudice, racial myths, and methods of reducing intergroup tensions. Staff.

301 Social Issues

3 credits. A survey of major social problems including alienation, addiction, crime and poverty. Implications for public policy are stressed. Staff.

302 Sociological Theory

3 credits. An examination and analysis of the development of the major classical and contemporary sociological theories with an emphasis on examining key concepts and how these have been applied in sociological research. *Prerequisite: Sociology 101*. Spring Semester. Staff.

305 Marriage and the Family

3 credits. A study of cross-cultural marriage and family patterns and the comparison of these frameworks to premarital, marital, postmarital and nonmarital aspects of family life in our society. Staff.

317 Sociology of Religion

3 credits. An analysis of the role and function of religion and religious institutions in society. A study of religion as a social and cultural system. Staff.

330 Methods of Social Research

3 credits. Basic procedures of sociological research design, sampling, measurement and data analysis. *Prerequisite: Sociology 101*. Fall Semester. Staff.

331 Social Statistics

3 credits. Basic introduction to the study of statistical techniques of social research and analysis with emphasis on reasoning with data. *Prerequisite: Sociology 330, Mathematics 151*. Spring Semester. Staff.

342 Modern Corrections

3 credits. Overview of the origins, processes, organization and contemporary trends of corrections for juveniles and adults, including problems and alternatives to current correctional policies. Staff.

352 Juvenile Law and Justice

3 credits. An analysis of young offenders focusing on delinquency theory, juvenile law, and components and processes of the juvenile justice system. Staff.

353 Policing in America

3 credits. Examines the structure of policing and police behavior in America, including the roles of police officers, decision making strategies, community relations, and problems with policing. Staff.

364 Amish Society

3 credits. An introduction to the history, culture and social organization of the Old Order Amish. Sociological theories and models utilized by social scientists to describe and analyze the Amish will be presented. Special attention will be paid to recent social changes. Staff.

367 Cultures and Societies of East Asia

3 credits. A sociological and cultural analysis of the background and contemporary customs of the peoples of East Asia with special attention paid to the problems of modernization and culture change. Prof. Liu.

371 - 379 Special Topics in Sociology

3 credits. Occasional course offerings used to enhance the department curriculum. Staff.

471 Internship

Variable credit. Applied field instruction in a subfield of sociology chosen to meet the needs of the student. Graded Pass/No Pass. *Prerequisite: permission of instructor.* Staff.

481 - 489 Independent Study in Sociology

Variable credit. Offers to advanced students the opportunity for independent study in areas not included in the regular offerings within the Department. *Prerequisite: approval of instructor and Independent Study Committee.* Staff.

498 Senior Seminar

3 credits. The seminar is an integrative capstone course that allows students to engage in discussion and criticism of theoretical, ethical and practical issues in sociology. The course requires a senior thesis that is presented and defended in a public setting. *Prerequisite: permission of instructor.* Staff.

Anthropology

111 Understanding Human Cultures

3 credits. (Foreign Cultures and International Studies Core Course) An exploratory survey of the peoples and cultures of the world with special emphasis upon four interrelated cultural systems: economy, technology, social organization and ideology. Staff.

201 Human Origins

3 credits. (Natural World Core Course) An introductory course in the study of humans as biological organisms, their place in nature, their genetics and differences, and their early cultural attainments. *Prerequisite: one 100-level Natural World course with laboratory*. Staff.

306 Indians of North America

3 credits. A selective survey of Native American groups, past and present, with particular attention given to their historical background, modern lifestyle development, and contemporary social problems. Staff.

307 Ethnogeography of Africa

3 credits. Ethnographic and cultural analysis of the folk background and contemporary customs of the peoples of sub-Saharan Africa with special attention to the problems of culture change. Staff.

308 Ethnography of Latin America

3 credits. Ethnographic and cultural analysis of the folk background and contemporary customs of the peoples of Latin America with special attention to the problems of culture change. Prof. Newell.

360 Cultural Change

3 credits. An examination of how societies evolve over time, focusing on the sources, patterns and directions of change. Particular emphasis on the way social institutions, such as the family, change in response to economic development, new technology and modernization. Staff.

361 Archaeology and Geography

3 credits. Methods of historical archaeology and cultural geography are covered, including field survey and documentary analysis, including diaries, letters, government records, and maps. Staff.

362 Archaeology Field School

3 - 9 credits. Field instruction in excavating techniques, record keeping, mapping, artifact identification, processing, cataloging and classification. Sites vary but focus on historical sites in Pennsylvania. Staff.

363 Forensic Anthropology

3 credits. Examination of human skeletal anatomy from the perspective of the medico-legal process, involving techniques for identifying the sex, age, statue and race of an individual found in archaeological or homicide contexts. Dr. Newell.

371 - 379 Special Topics in Anthropology

3 credits. Occasional course offerings used to enhance the department curriculum. Staff.

471 Internship

Variable credit. Applied field instruction in a subfield of anthropology chosen to meet the needs of the student. Graded Pass/No Pass. *Prerequisite: permission of instructor.* Staff.

481 - 489 Independent Study in Anthropology

Variable credit. Offers to advanced students the opportunity for independent study in areas not included in the regular offerings within the Department. *Prerequisite: approval of instructor and Independent Study Committee.* Staff.

498 Senior Seminar

3 credits. The seminar is an integrative capstone course that allows students to engage in discussion and criticism of theoretical, ethical and practical issues in anthropology. The course requires a senior thesis that is presented and defended in a public setting. *Prerequisite: permission of instructor.* Staff.

Elizabethtown Department of Sociology and Anthropology on the web at:
www.etown.edu/sociology

Spanish

See Department of Modern Languages, page 124.

Theatre and Dance

See Department of Fine and Performing Arts, page 99.

Women and Gender Studies

For description of Minor see Interdisciplinary Programs, page 186.

Interdisciplinary Programs

Biology/Allied Health

Bachelor of Science

The College offers cooperative programs with Thomas Jefferson University, University of Maryland at Baltimore, and Widener University. These programs lead to a Bachelor of Science degree from Elizabethtown College and the Master of Science degree in Physical Therapy from Thomas Jefferson University. University of Maryland and Widener University offer the DPT degree.

In these programs, the student spends three or four years at Elizabethtown College fulfilling the general education core, the pre-physical therapy curriculum, and the requirements of the biology major. If accepted by the cooperating institution, the student spends three more years at either of the above institutions.

After completion of four years (three at Elizabethtown and one at the cooperative school), so that the semester credits total at least 125, the student will be awarded the bachelor of science degree in biology from Elizabethtown College. After the student fulfills the remainder of the professional upper division program of clinical experience, the cooperative institution will award the Master of Science in Physical Therapy, or the DPT degree in Physical Therapy.

The specific requirements of the Biology department are: Biology 111, 112, 201, 202, 211 and one Biolody elective. Chemistry 105, 113, 114 or Chemistry 113, 114, 213; Physics 103 and Mathematics 151 and one other mathematics course. (The professional transfer school may have a specific pre-requisite physics and mathematics requirement.) All Allied Health majors should consult closely with Dr. Jonathon Coren to insure that courses being taken fulfill other specific requirements of the institution to which the student plans to transfer.

If the student elects to remain at Elizabethtown College for his or her senior year, the specific requirements in addition to those above are: Biology—one course from 313-313L or 317; one course from 321, 331, or 332; 412; and one additional biology elective.

The College also offers cooperative programs with Thomas Jefferson University in other allied health areas, including cardiovascular technology, cyto-technology, cytogenetics technology, diagnostic imaging, laboratory sciences, nursing and occupational therapy.

Admission to Thomas Jefferson is by application and is based on an evaluation of a student's undergraduate record, letters of recommendation and interviews.

Students are not limited to the cooperative schools. Other allied health programs at other institutions of higher education may be used by the student to transfer credits back to Elizabethtown College. However, these programs need to be approved by the Biology Department and by the Director of Records prior to the transfer of credit.

For further information, contact Dr. Jonathon Coren of the Biology Department.

Elizabethtown Biology/Allied Health on the web at:: *www.etown.edu/biology/allied.html.*

Invasive Cardiovascular Technology

Bachelor of Science

For a description of program see page 46 in the Department of Biology Cooperative Programs.

Premedical Primary Care Program

Elizabethtown College and the Pennsylvania State University College of Medicine offer a Program to selectively admit students seeking to pursue careers as primary care physicians. This program gives these students the option for automatic matriculation to the Pennsylvania State University College of Medicine upon completing the bachelor of science degree requirements.

Criteria for Acceptance

1. Students must rank in the top 10 percent of their high school graduating class.

2. Students must achieve a minimum score of 1250 on the Scholastic Aptitude Test (SAT).

3. Students must have completed (a) three years of natural sciences including biology, chemistry, and physics and (b) mathematics through trigonometry (calculus is recommended).

4. Admission to the program is normally weighted in favor of students residing in rural and/or medically underserved areas of Pennsylvania.

5. Students' experiences in human service activities are considered in determining admission to the program.

6. Students seeking admission to the program should provide a statement as to why they wish to practice in a rural and/or medically underserved area and why they have an interest in primary care.

7. Admission to Elizabethtown College is determined by the director of admissions. Admission to the Primary Care Program is the responsibility of Elizabethtown College and the Pennsylvania State University College of Medicine.

Initial screening involves review of the criteria listed above by the Health Professions Advisory Committee of Elizabethtown, including a personal interview. Worthy candidates will be interviewed by representatives of the College of Medicine. Those deemed to have excellent potential for a career in primary care will be simultaneously accepted for the Premedical Primary Care Program at Elizabethtown and granted provisional acceptance to the College of Medicine. Final acceptance to the College of Medicine is contingent upon satisfactory fulfillment of the *Specific Criteria by Year.* (see below)

Criteria for Continued Participation in the Premedical Primary Care Program and Acceptance to the Pennsylvania State University College of Medicine

1. While a student may major in any of a number of areas, the student must accumulate a minimum GPA of 3.5 in biology, chemistry, and physics courses and an overall GPA of at least 3.5 by the end of their junior year of college.

2. Students must complete two Family Practice Practicums sponsored by the Norlanco Medical Center in Elizabethtown and/or the Pennsylvania State University College of Medicine through (a) its Primary Care Scholars Program or (b) other primary care experiences coordinated by the Department of Family and Community Medicine. Participants must receive a positive evaluation by supervising physicians.

3. Students must continue to exhibit "primary care potential" through volunteer work in human services, course selection, and/or show motivation to work in rural areas or underserved communities as a primary care practitioner.

4. Yearly criteria for continued participation in the Premedical Primary Care Program:

During the freshman, sophomore, and junior years students must demonstrate continued interest in primary care by volunteering in human services, selecting humanistic courses, and participating in a variety of co-curricular activities that involve interaction with other people.

Specific Criteria by Year

1. **Freshman Year:**

• Minimum GPA of 3.3.

2. **Sophomore Year:**

•Minimum GPA of 3.4.

•Internship in Primary Care sponsored by the Norlanco Medical Center in Elizabethtown or the Pennsylvania State University College of Medicine, with review and positive evaluation by the supervising physician(s).

3. **Junior Year:**

•Minimum GPA of 3.5.

•A second internship in Primary Care sponsored by the Norlanco Medical Center or the Pennsylvania State University College of Medicine, with review and positive evaluation by the supervising physician(s).

•Summative review and positive recommendation by the Health Professions Advisory Committee at Elizabethtown

•Completion of the MCAT examination is required for admission to the Pennsylvania State University College of Medicine. Students granted a provisional acceptance to the College of Medicine through the Premedical Primary care Program should take the examination during April of the junior year of college. Although a specific score is not required, students are

expected to perform at or above the mean score in each section when compared with the previous College of Medicine entering class. Students having one or more scores below this level will receive individualized counseling as to additional courses or other academic work that may be beneficial during the final year of college.

4. **Senior Year:**

•An AMCAS application is completed.

•Applicants are expected to maintain a high level of academic achievement.

•Students will meet with the Assistant Dean for Admissions during the spring of the second year and the fall of the fourth year to review progress in the program.

Elizabethtown Premedical Primary Care Program on the web at:: *www.etown.edu/biology/premed3.html.*

Premedical and Other Health Professions Programs

James L. Dively (*Chair, Health Professions Advisory Committee)*

Members: Thomas Hagan, Frank Polanowski, Ray Reeder

Training for premedical and related disciplines such as dentistry, osteopathic medicine, veterinary science, optometry, and podiatric medicine may be accomplished through several routes. For ease of presentation, from this point on, the term premedical will refer to all health professions, schools, and/or students. *The biology premedical* student prepares for medical school through specific requirements that are the same as those for the biology major. (See page 44) A second route is the *Bachelor of Science degree* in biochemistry. (See page 64) Additional routes of potential interest include a major in most other departments, with sufficient concentration in basic sciences. Most medical schools however, find that those students who are very well prepared in biology and chemistry make the most attractive candidates, and these majors comprise the overwhelming majority of students accepted. During a student's first year at Elizabethtown College, he or she will work with a freshman advisor to plan a course of study containing appropriate science, mathematics, and Core courses. After completion of the freshman year, students will choose an academic major and follow the curriculum for that major in consultation with their academic advisor and the Health Professions Advisory Committee.

A close working relationship exists between the premedical student and the faculty members who monitor and evaluate the student's academic growth. Four faculty members are members of *Elizabethtown's Health Professions Advisory Committee.*

The Committee serves the following functions: (1) to work jointly with premedical students and their major advisors to ensure that all prerequisites are met for entry into schools of medicine; (2) to advise students on registration and preparation for medical school admissions tests; (3) to assist students in the preparation and submission of applications to medical schools; (4) to draft a composite letter of evaluation and endorsement for worthy candidates and to forward this information to the appropriate medical school admissions committees; (5) to offer assistance in

preparing for medical school interviews; (6) to solicit and collect literature that will aid students to plan financially for their medical training; and (7) to maintain statistics on medical school placement for advising and administrative purposes.

The premedical student should introduce himself or herself to the Health Professions Advisory Committee early in the freshman year and formally register with the Committee shortly after declaring a major. This will normally occur during the fall semester of the sophomore year. Forms for this registration are available from Dr. Dively. At this time, students will find it prudent and beneficial to discuss future course scheduling, long-term career plans, and related matters with Committee members.

Most students need to register for *standard admissions tests,* such as the MCAT, during the early part of spring semester, junior year. After obtaining registration materials, students will seek the Committee's advice regarding the most effective methods of completing their preparation for these extremely important examinations. The majority of the tests are administered during the spring, although the Committee may recommend that a student retake an examination during the summer or fall testing period in an event of initial low scores.

During April of the junior year, the Committee will hold interviews with those students who will be seeking admission to health profession schools. The Committee will use information obtained from the interview to write the letter of evaluation. The Committee will also use information from the student's registration form and from letters of recommendation and endorsement that the student has solicited from three to five individuals, including at least three faculty members. After the Committee receives letters of recommendation and completes the personal interview with the student, the Committee will determine whether or not to prepare a written endorsement of the candidate. If such a letter is written, it will be forwarded, upon receipt of written notice from the student, to the appropriate medical school admissions committee. If the Committee does not choose to endorse the student, the student may solicit other individuals to write letters of evaluation, completing the application process himself or herself.

Each spring semester the Committee notifies students of the availability of *application service materials* for the various health professions. Junior premedical students are expected to complete these materials during the summer between the junior and senior academic year. Application service materials are normally submitted by the middle of August. After the student has completed and submitted applications to medical school, the Committee will offer assistance in preparing students for medical school interviews. Generally, interviews at medical schools will be held during the fall semester of the senior year. Thus, it is imperative that premedical students notify the Committee of changes in status of their applications so that the Committee can plan for this important stage of the admission process.

The Committee believes that a strong positive recommendation and endorsement, combined with adequate scores on the requisite standard examinations and outstanding classroom performance, will put the candidate in an excellent position in the highly competitive admissions processes. The *College's placement record* indicates that this belief is well founded. Better than three-fourths of all Elizabethtown College applicants have been accepted (exceeding twice the national average), entering programs of excellent reputation, including those at Jefferson Medical College; Temple University School of Medicine and Dentistry; Philadelphia College of Osteopathic Medicine; Hahnemann Medical College; Pennsylvania State University College of Medicine (Hershey); University of Pittsburgh School of Medicine and Dentistry; University of

Pennsylvania Schools of Medicine, Dentistry, and Veterinary Medicine; and Pennsylvania College

*In order to achieve a minimum level of understanding of the principles and vocabularies of the sciences basic to medicine, medical schools generally require one year of biology, two years of chemistry (through organic chemistry), and one year of physics. Certain schools may also require math competency obtained by completing statistics and/or calculus courses of Optometry.

For further information, contact Dr. James L. Dively, chair, Health Professions Advisory Committee.

Elizabethtown Premedical and other Health Professional Programs on the web at: *www.etown.edu/biology/premed1.html*.

The theatre department and its "black box" Alumni Theater are housed in the new $12 million dollar campus center. Here, theatre professor Michael Sevareid directs Vicky Brewer `01 for a special performance in the Leffler Chapel and Performance Center.

Primary Care Pre-Admissions Program

Elizabethtown College is one of a select group of public and private colleges that is participating in a Primary Care Pre-Admissions Program (PPP) sponsored by the Pennsylvania State

University College of Medicine at the Milton S. Hershey Medical Center. The program was established to encourage undergraduate students to pursue careers in internal medicine, family practice, and pediatrics. This program was developed to attract high quality students who have a genuine interest in primary health care. Various programs introduce students to Penn State's primary care mission, identify students who have primary care potential, and provide students with mentoring, primary care, and pre-clinical experience.

Specifically, the Pennsylvania State University College of Medicine offers the following: (a) A *Primary Scholars Program,* in which students spend two weeks at Hershey participating in lectures, seminars, and clinical experiences; (b) a *Primary Care Early Acceptance and Admissions Program*, through which students can apply for admission to the Pennsylvania State University College of Medicine at the end of the sophomore year of college; (c) a *Primary Care Summer Academic Program* for minority students and students from rural and medically underserved areas, through which the participants pursue studies in basic sciences and gain clinical experience; and (d) a *Primary Care Mentoring Program*, through which students are assigned a mentor, a preceptor, or faculty affiliate of the Pennsylvania State University College of Medicine, who is located in the same town or regions as the student.

To apply for acceptance into programs, students must meet criteria established by the Pennsylvania State University College of Medicine and apply through the Health Professions Advisory Committee at Elizabethtown College. The Pennsylvania State University College of Medicine selects those students who will benefit from specific components of the program.

For further information, contact Dr. James L. Dively.

Elizabethtown Primary Care on the web at: *www.etown.edu/biology/premed2.html.*

Forestry and Environmental Management

Bachelor of Science

The College offers a cooperative program with Duke University which leads to a Bachelor of Science degree from Elizabethtown College and a Master of Forestry or Master of Environmental Management from Duke University. Students undertaking this major gain a wide exposure to the liberal arts by fulfilling the College's Core Program in addition to courses in the student's major. The student also gains professional training at Duke in such areas as forest resource management, resource ecology, water and air resources, resource economics and policy, coastal environmental management, or environmental toxicology, chemistry and risk assessment.

In this program, the student spends three years at Elizabethtown College, fulfilling the Core Program requirements and earning at least 101 credits before transferring to Duke. The student spends at least two years at Duke's School of the Environment. In the first year at Duke, the student completes the undergraduate degree requirements (24 credits) and is awarded the bachelor of science degree from Elizabethtown. After an additional two or three semesters, Duke awards the degree of Master of Forestry or Master of Environmental Management. The program leading to a master of forestry degree from Duke University is accredited by the Society of American Foresters.

In order to prepare students for the professional program at Duke, the College offers a preforestry and environmental management program with major and minor concentrations in biology, business, or political science. While any undergraduate major can be considered for admission to Duke, the student should take at least one year of biology, mathematics, and economics.

Admission to Duke is by application and is based on an evaluation of a student's undergraduate record, Graduate Record Examination scores, letters of recommendation, and interviews. To effectively compete for acceptance, the applicant's grade point average should be at least 3.5.

There are variations of the schedule described below. For further information, contact Prof. Ronald L. Laughlin of the Biology Department.

Majors must complete all Elizabethtown College Core Program requirements. Within the Core areas, the following courses should be taken.

Mathematical Analysis (three credits): Mathematics 151 117, 112 or 121. If 151 is not taken for Core, it is strongly recommended as an elective. If 112, or 121 is not taken for Core, Math 117 will satisfy the calculus requirement, but not Core.

Natural World (eight credits): Biology 111 and Chemistry 105. Each student completes a major concentration in either biology, business, or political science, and two minor concentrations totaling 18 credits in the other two areas, with at least six credits in each area.

Biology: Major concentration recommendations are Biology 111, 112, 313, 313L, 321; two courses from Biology 211, 212, 235, 331, 332, and 347; and Chemistry 105. Minor concentration recommendations are Biology 111, 112, 331; if only six credits are elected, they should be Biology 111 and 112. Chemistry 113, 114 (Organic chemistry) is required for Environmental Toxicology, Chemistry, and Risk Assessment programs.

Business: Major concentration recommendations are Accounting 107, 108, Economics 100, 102, Business Administration 265, 330, 331 and Computer Science 120. Minor concentration recommendations are any combination of Accounting 107, Economics 102, Computer Science 120, Business Administration 265. Economics 102 is strongly suggested.

Political Science: Major concentration recommendations are Political Science 111, 115, 361, 366, 471. Minor concentration recommendations are Political Science 361, 471; if only six credits are elected, they should be Political Science 471.

Elizabethtown Forestry and Environmental Management on the web at:: *www.etown.edu/biology/forestry.html.*

Political Philosophy Major and Legal Studies

Anthony Matteo *(Director),* Paul Gottfried, W. Wesley McDonald

The interdisciplinary major focuses on the origins, development, and theoretical foundations of Western political philosophy and law. Combining courses from political science, philosophy, and other liberal arts disciplines, this major is especially recommended for students who either are

considering careers in law or higher education, and/or desiring an intellectually challenging broad based traditional liberal arts education.

Courses in political science focus on issues such as justice, order, rights, the human condition, and the purposes and ends of law and government. The philosophy courses explore the metaphysical, epistemological, and ethical assumptions undergirding the competing concepts of human nature and society. Students are encouraged to examine the implications of political philosophy on contemporary social and political movements.

For students who are interested in law school, a strong advisory component in terms of proper course work, relevant extracurricular activities, and preparation for the LSAT examination is offered.

A *Political Philosophy and Legal Studies major* requires 39 hours; specifically, Economics 100; Philosophy 115, 201, 240, 490; Political Science 223, 224, 301, 302. Twelve credit hours (4 courses) are required from the political science, philosophy, and history departments with a minimum of one course per department, chosen from the following: Political Science 305, 311, 324, 326, 328, 348; Philosophy 255L, 213, 305, 470-479; History 215, 216, 411; and Modern Language at 112* level or higher. Philosophy 470-479 will provide students with practical experience in a law-related field under the guidance of a faculty member teaching in the political philosophy and legal studies program.

Elizabethtown Political Philosophy Major and Legal Studies on the web at:: *www.etown.edu/polysci/philos.shtml*

Pre-Law Program

Holly F. Morris *(Director)*

Pre-law Committee Chair: W. Wesley McDonald (Political Science),

Committee Members: Paul Gottfried (Political Science), Anthony Matteo (Philosophy), Dana Mead (English).

Because the training of a pre-law student may be accomplished in almost any academic discipline, such as English, history, political science, philosophy, or business, a committee has been established to assist pre-law students during their undergraduate years.

The Pre-Law Committee works with the pre-law student and the student's major advisor to ensure that a reasonable and sound course of study is followed that is acceptable for entry into a school of law. The committee aids the student in selecting a suitable school and advises the applicant on the registration and the preparation for the Law School Admissions Test (LSAT). The committee guides the students in preparation and submission of applications and supervises the requests for letters of recommendation for worthy candidates.

In order to create the most effective curriculum, the pre-law student should introduce himself to the Pre-Law Committee early in the freshman year to discuss future course scheduling and long-term plans.

The Pre-Law Committee also supervises the activities of the Law Club and works closely with the College's mock trial team, which participates in regional and national mock trial tournaments; both activities are highly recommended for pre-law students. Participants in the mock trial competitions are urged to take Mock Trial I and II, which are taught in the fall and spring semesters. These courses prepare students to participate in intercollegiate tournaments held in the spring semester and are taught by a practicing attorney.

Over the years Elizabethtown graduates have been accepted by and/or attended a wide range of schools of law. Among these are: American University, University of Baltimore, Boston University, Case Western Reserve University, Catholic University, University of Dayton, Dickinson School of Law, Duquesne University, Georgetown University Law Center, George Washington University, University of Georgia, University of Miami, University of Maryland, University of North Carolina/Chapel Hill, University of Pennsylvania, University of Pittsburgh, University of San Diego, University of San Francisco, Stetson University, Syracuse University, Temple University, Tulane University, Vermont Law School, Villa Nova University, Wake Forest University, Washington and Lee University, Widener University and College of William and Mary.

Elizabethtown Pre-Law Program on the web at:: *www.etown.edu/polysci/prelaw.shtml*

Social Sciences Certification

Bachelor of Science

The State Board of Education of the Commonwealth of Pennsylvania has announced plans to discontinue issuing the Social Studies teaching certificate that has been in place for generations. Two new certification areas have been created to replace it - Citizenship Education and Social Sciences (Education). Earning the Citizenship Education certificate qualifies the holder to teach history, political science, economics, and geography at the secondary level, grades 7-12. The Social Sciences certificate entitles the holder to teach psychology, sociology and anthrology at the same level.

All students with interest in these programs and who expecting to graduate after August of 2004 must complete the requirements of one or both of these new areas of certification rather than follow the older social studies program.

Students with interest in teaching psychology, sociology, and/or anthropology should declare the Social Scieneces major. This interpisciplinary program requires coursework in each of these areas along with professional preparation for a role in the secondary classroom.

For additional information on this program, the Citizenship Education certification profram, or a dual program including both areas, contact Dr. Elizabeth A. Newell, the Education department's advisor and coordinator of these programs.

The specific requirments for the Social Sciences major include: So 101, SO 204, SO 330, a sociology elective, AN 111, AN 201, AN 306, 3-7, or 308, and anthropology elective, PSY 105, PSY 213, PSY 221 or 222, PSY 225 or 235, PSY 321, and PSY 341. In completing these requirements, college Core requirements, or elective courses to meet the college's graduation requirements, students must complete two courses in English and two courses in mathematics.

Additionally, Social Sciences majors must meet all of the general requirement for students enrolled in certification programs as detailed in the Education section of this catalog.

Citizenship Education Certification

(Formerly Social Studies Certification)

Bachelor of Science

The State Board of Education of the Commonwealth of Pennsylvania has announced plans to discontinue issuing the Social Studies teaching certificate that has been in place for generations. Two new certification areas have been created to replace it - Citizenship Education and Social Sciences (Education). Earing the Citizenship Education certificate qualifies the holder to teach history, political science, economics, and geography at the secondary level, grades 7-12. The Social Sciences certificate entitles the holder to teach psychology, sociology, and anthropology at the same level.

All students with interest in these programs and who are expecting to graduate after August of 2004 must complete the requirements of one or both of these new areas of certification rather than follow the older social studies program.

Students with interest in teaching history, political science, economics, and/or geography should declare the Citizenship Education major. This interdisciplinary program requires coursework in each of these areas along with professional preparation for a role in the secondary classroom.

For additional information on this program, the Social Sciences certification program, or a dual program including both areas, contact Dr. Elizabeth A. Newell, the Education department's advisor and coordinator of these programs.

Requirements for the Citizenship Education major include: HI 115, HI 201, HI 202, a European history elective, a non-European history elective, a free elective in history, PS 11, PS 115, PS 223 or 224, PS 245 PS 351, a free elective in political science, EC 100, EC 102, two courses from among AN 307, AN 308, AN 361, or SO 367, ED 105, ED 150, ED 215, ED 265, ED 275, ED 295, ED 305, ED 380, ED 470, and ED 490. In completing these requirements, college Core requirements, or elective courses to meet the college's graduation requirements, students must complete two courses in English and two courses in mathematics. Additionally, Citizenship Education majors must meet all of the general requirements for students enrolled in certification programs as detailed in the Education section of this catalog.

General Science Certification

Bachelor of Science

Elizabethtown College offers a secondary education certification program in general science which is designed to lead to a general science teaching certificate in secondary education with a major concentration in biology, chemistry, or physics. The program aims to develop a comprehensive background for teachers in order that they may be better qualified to teach science in the general science curricula of junior high and middle school programs. The requirements of each concentration include a broad exposure to the other sciences and to

mathematics, as well as to the instruction experience in teaching provided by the professional education sequence. The Department of Education requires two English courses for certification.

The specific requirements for each of the concentrations follow.

Biology: a minimum of 24 credit hours in biology which must include Biology 111, 112, and 211; two courses selected from Biology 235, 313/313L, 331, 332, 341, and 347; one course selected from Biology 321, or 324/324L; Chemistry 105 and 113; Physics 103 and 104; two courses from Earth Science 111, 112, 215, and Physics 212; two courses selected from: Mathematics 151, 117, or 121; and Education 105, 150, 215, 265, 275, 295, 305, 310, 380, 470, and 490.

Chemistry: a minimum of 24 credits in chemistry which must include Chemistry 113 114, 213, 214; and eight hours from among Chemistry 116, 242, 323, 324, 326, 327, 343, 344, 352, 451; Biology 111, 112; two courses from Earth Science 111, 112, 215 or Physics 212; Physics 200, 201; Mathematics 121, 122; and Education 105, 150, 215, 265, 275, 295, 305, 310, 380, 470, and 490.

Physics: Physics 200, 201, 202, 221, 321, and 353; Engineering 210; one additional course in physics (except 212) or engineering; Biology 105-105L, and either 106-106L or 108-108L; Chemistry 101, 105; two courses from Earth Science 111, 112, 215 or Physics 212; Mathematics 121, 122; and Education 105, 150, 215, 265, 275, 295, 305, 310, 380, 470, and 490.

For further information, contact Prof. Ronald L. Laughlin of the Biology Department.

General Science Minor

The General Science minor offers students the opportunity for study of the natural sciences as a group, based on the view that the natural sciences together are the area of secondary interest for the student.

This minor is especially appropriate for, but not limited to, elementary education majors with aptitude and interest in the natural sciences. Although some students may wish to complete a minor in a separate science discipline, others may want a wider curricular base and mix in the content they wish to study. The general science minor provides this while retaining unity and focus. Further, in addition to providing breadth of study of the natural sciences as a group, it allows for a measure of investigation in depth of a selected discipline.

The minor consists of 24 to 28 credits, including 11 or 12 credits which may be double counted for the Core Program.

For further information on the minor, contact Prof. David Ferruzza of the Department of Physics and Engineering.

The *minor in General Science* requires seven courses. One required course must be selected from each of the following five disciplines:

Mathematics (4 credits): Ma 112, 117, or 121; Calculus courses *Earth Science* (3-4 credits): ES 111, The Dynamic Earth; 112, The Geology of Landscape; or 215, Meteorology

Physics (4 credits): Phy 200, College Physics I; 103, General Physics I; or 212, Astronomy

Chemistry (3-4 credits): Ch 101, General Chemistry: Practical Principles; 105, General Chemistry: Introduction to Molecular Science; 107, The Biochemistry of Working Out; or 113, Organic Chemistry I

Biology (4 credits) Bio105/105L, Principles of Biology with laboratory; 106/106L, Genetics, Evolution, and Man with laboratory; 108/108L, Living with the Environment with laboratory; or 111, Introduction to Biological Sciences

Two elective courses (3-4 credits each) in the same or different disciplines; chosen from any biology, chemistry, earth science, physics or engineering courses *above* 100-level (or *at* 100-level if the elected course has a prerequisite in the same discipline must also be completed).

The Elizabethtown College community is bound by its heart and soul. Students of all religious faiths and backgrounds are welcome and respected.

Anabaptist and Pietist Studies Minor

The interdisciplinary minor in Anabaptist and Pietist Studies consists of 18 credits. The curricular model incorporates three types of courses: a required introductory course (3 credits), elective courses in a variety of disciplines (12 credits), and a capstone seminar research project (3 credits). Courses in the minor may not count toward a student's academic major.

The introductory course Religion 225 is designed to orient students to the European historical and theological roots of the Anabaptist and Pietist movements. The elective courses enable students to shape a personal program of emphasis that draws on the resources of three academic disciplines: religion, history, and sociology. The capstone course requires students to integrate and synthesize the insights from several disciplines in a major research writing project. At least two faculty members from differing academic disciplines will read and evaluate the research paper.

Administrative responsibilities for the supervision of the minor resides within the Religious Studies Department.

For further information, contact Dr. David Eller of the Religious Studies Department and the Young Center.

The requirements for an *Anabaptist and Pietist Studies minor* are:

One *required introductory* course (3 credits): Rel 225 , Anabaptist and Pietist Movements;

Four *elective* courses from the following list (12 credits): Rel 230, Religion in America *or* Rel 255, Communal Societies; Rel 250, Citizenship and Conscience or Rel 265, Voices of

Nonviolence; Soc 364, Amish Society *or* Soc 317, Sociology of Religion; Rel 355/Hi 315, Renaissance and Reformation *or* Rel 212, Bible II: Gospels, Letters, Acts, and Apocalypse;

A *required capstone* directed study project designed to integrate previous work and culminate in a major research paper: Rel 465, Directed Research Project.

Peace and Conflict Studies Minor

The interdisciplinary minor in peace and conflict studies consists of 18 credits. The curricular model incorporates three types of courses: required introductory courses (6 credits), elective courses in a variety of disciplines (9 credits), and a capstone, integrative seminar research project (3 credits). Courses in the minor may not count toward a student's academic major.

In order to provide students with adequate conceptual tools and conciliation skills, the program of study is multi-disciplinary in both method and instruction. The *introductory courses* orient students to basic concepts and approaches in Peace and Conflict Studies as well as the history of nonviolence. The *elective courses*, selected from specified courses in several disciplines, enable students to shape a personal program of emphasis which taps the analytic resources of various academic fields. The *capstone course* requires students to synthesize concepts and knowledge from several disciplines in order to address a research problem of practical or theoretical interest. At least two faculty members, representing different academic fields, will read and evaluate the research paper.

A committee of faculty representatives from the cooperating departments elects a chairperson who oversees the operation of the minor. Administrative responsibilities for the supervision of the minor resides with the chair of the Religious Studies Department.

For further information, contact Dr. Christina Bucher of the Religious Studies Department.

The requirements for a *Peace and Conflict Studies minor* are:

Two *required introductory* courses (6 credits): Rel 165, Introduction to Peace and Conflict Studies; Rel 265, Voices of Nonviolence

Three *elective* courses from the following list, or other approved courses (9 credits). No more than two elective courses shall be chosen from any one department. At least two of the elective courses must be taken outside the student's major department: PS 245, International Relations; Psy 235, Social Psychology; Psy 321, Theories of Personality; Rel 240, Peace and Justice in Biblical Perspective; Rel 250, Citizenship and Conscience: Peace Church Dilemmas; Rel 351, Religion and Violence; Rel 379, Power and Mediation.

A *required capstone* directed study project designed to integrate previous work and culminate in a major research paper: Rel 465, Directed Research Project

International Studies Minor

The International Studies minor comprises a cluster of foreign culture, language, and international affairs courses with a largely contemporary focus. Serving as a complement to the academic major, this minor provides the student with enhanced understanding of the conditions

in the rest of the world which are making themselves felt in the daily lives of Americans. In addition to the general liberal arts goal of broadening students' horizons of awareness of other peoples and places, the minor offers a valuable complementary education for many career-oriented and pre-professional programs of study.

The minor provides three principal categories of an international education: competency in a second language, knowledge of other cultures, and appreciation of global interdependence among nations.

For further information, contact the Director of International Studies and program advisor.

The requirements for an *International Studies minor* are:

Foreign language competency: six credits in oral and written communication through language and culture beyond the Modern Language 112 level with an oral proficiency rating of Intermediate High/Level I + on the ACTFL/ETS scale.

Three required foundation courses (9 credits): An 111, Understanding Human Cultures; *(one economics course)* Ec 307, International Economics; or Ec 311, Economic Development or Ec 312, International Political Economy; PS245, International Relations.

Four elective courses (12 credits) to be chosen from this list: An 202, Cultural Anthropology; An 307, Ethnogeography of Africa; An 308, Ethnogeography of Latin America; BA 251, Cross Cultural Understanding and Interaction; BA 317, International Marketing; BA 327, International Finance; BA 337, International Legal Environment; BA 367, International Management; Com 413, International Communications; Ec 307, International Economics+; Ec 308, Comparative Economic Systems+; Ec 311, Economic Development; Ec 312, International Political Economy; Fr/Ge/Sp 311, Making of Modern Society; Sp 312, Language for the Professions; Sp 319, Spanish Linguistics; Fr/Ge/Sp 323, Introduction to Readings in Literature; Hi 205, Modern China and Japan; Hi 216, Modern Britain; Hi 227, History of Africa; Hi 328, Modern Africa; Hi 403, A History of United States Foreign Relations; PS 252, Latin American Society; PS 341, Decision Making Research for Foreign Investment; PS 345, American Foreign Policy; PS 348, Public International Law; PS 351, Comparative Politics; Rel 221, Western Religions in a Global Context; Rel 222, Eastern Religions; Soc 204, Population and Global Issues. Also: 370 courses which are approved by the Academic Council.

+Prerequisite: Ec 100

In developing the minor, the student can choose electives to develop a thematic emphasis, such as regions of the world (e.g., Asia, developing nations), relations among nations, or a comparative or disciplinary perspective (e.g., on civilizations, religions, economics or politics). Study abroad is strongly encouraged. The Director of International Studies will help the student with course selections. Completion of the minor is indicated on a student's transcript.

Elizabethtown International Studies on the web at:: *www.etown.edu/web/intlstudies.html*

Human Services Minor

A minor in Human Services, consisting of a minimum 18 credit hours, is available. The minor provides students the knowledge, values, and skills to explore society's social problems and the intricate social welfare system designed to assist people in need. It also provides the student with an overview of human behavior, social problems, and the development of American social welfare institutions.

All students, except social work majors, may pursue this minor.

For further information, contact Dr. Tom Bowersox, Department of Social Work.

The requirements for the *Human Services* minor are:

Three required courses (9 credits)**:** SW 151, Social Welfare Issues in Contemporary Society; SW 233 Human Behavior in the Social Environment I or SW 234, Human Behavior in the Social Environment II; and SW 280, Helping Skills.

A minimum of nine *elective* credit hours of the following courses (three credit hours of which must be outside of the Department of Social Work) must also be taken:

Social Work: SW233 or SW234 (if not fulfilled within *required* courses); SW/Ed 332, Seminar in Urban Issues; SW 339, Human Sexuality; SW 344, Aging: Social Response and Implication; SW 355, Women in Society; SW 357, Child Welfare; SW 366, Addiction and Society; SW 481, Independent Study (1 to 3 credits);

Sociology and Anthropology: An 360, Cultural Change; Soc 220, Race and Ethnic Relations; Soc 204, Population and Global Issues; Soc 215, Criminology; Soc 217, Introduction to the American Criminal Justice System; Soc 301, Social Issues; Soc 305, Marriage and the Family; Soc 342, Modern Corrections;

Business: BA251, Cross Cultural Understanding and Interaction;

Education: ED 280, Introduction to Teaching Exceptional Children;

Communications: Com252, Multicultural Communications;

Modern Languages: ASL 325, Sign Language (2 credits);

Music Therapy: Mu 353, Music Therapy Techniques (2 credits);

Political Science: PS 361, Public Administration; PS 365, Women and Public Policy;

Psychology: Psy 221, Abnormal Psychology (4 credits); Psy 225, Developmental Psychology (4 credits); Psy 401, Counseling Psychology.

All courses receive three credits upon successful completion, unless otherwise noted.

Elizabethtown Human Services on the web at:: *www.etown.edu/web/humanserv.html.*

Women and Gender Studies Minor

The Women and Gender Studies minor enables students to critically examine the world using a gender lens. Gender is employed for the purposes of examining, questioning, evaluating, and critiquing knowledge concerning all dimensions of human existence (aesthetic, biological, economic, historical, linguistic, philosophical, psychological, religious, and sociological). A truly interdisciplinary program, the Women and Gender Studies minor provides a unique opportunity to integrate the liberal and pre-professional studies. Course work also encourages students to progress from thought to action, which is consistent with the College motto, "Educate for Service."

A minor in Women and Gender Studies requires 18 credit hours, comprised of six three-credit courses. Three of these are common core courses in women and gender studies. To ensure that the minor retains its focus as an interdisciplinary program that integrates the liberal arts and professional programs, students must also take one course from each of three areas: humanities, social and natural sciences, and professional programs. For further information, contact Professor Dana Mead, Department of English.

Course requirements for the *Women and Gender Studies minor*:

Women and Gender Studies: WGS 105, Sex and Gender in Society; WGS 315, Feminist and Gender Methodologies; WGS 495, Senior Seminar;

Humanities (one course required): English 246, Minority Voices in American Literature; English 357, Women and Literature; History 340, U.S. Immigration: Ethnicity and Gender;

Social and Natural Sciences (one course required): Politcal Science 365, Women and Politics; Psychology 237, Psychology of Women; Sociology 305, Marriage and the Family;

Professional Programs (one course required): Communications 252, Multicultural Communication; Social Work 339, Human Sexuality; Social Work 355, Women in Society; Occupational Therapy 201, Women's Leisure.

WGS 105 Sex and Gender in Society

3 credits. **(Social World Core Course)** An introduction to the interdisciplinary field of women and gender studies. The course is designed to help students think critically about questions related to gender and how the social construction of gender influences women's and men's lives. The course addresses historical perspectives about women and gender, the structure of public and private institutions, and contemporary issues such as discrimination and harrassment, health, violence, and economics. Methods of inquiry, theory, and basic findings will be covered, laying the ground work for subsequent courses in women and gender studies.

WGS 315 Feminist and Gender Methodologies

3 credits. An interdisciplinary survey of data, theory, and research methods, this course: studies government demographic statistics regarding men and women in the U.S.; examines important political, economic, psychological, and literary theories to discover what happens when they are applied to women; and applies the theories studied to a particular topic. *Prerequisite: WGS 105*.

WGS 495 Senior Seminar

3 credits. An interdisciplinary capstone course for the minor, Senior Seminar integrates the information, theory and methods developed in preceding courses and focuses on applying them to a specific topic for the duration of the semester. Topics might include Women and Work, Communitarianism, Public and Private Life, Ways of Knowing, or Gender in the Mass Media. Each student is expected to take an active role in the seminar through leading discussion, making formal presentations, and completing an independent research project. *Prerequisites: WGS 105 and 315*

Academic Policies

Credit by Examination

Three ways exist for regularly admitted students to receive academic credits and/or advanced placement by examination: (1) the College Entrance Examination Board's (CEEB) Advanced Placement Program (AP), (2) the College-Level Examination Program (CLEP), and (3) successful achievement on an Elizabethtown College faculty examination (Challenge Testing).

CEEB Advanced Placement Examinations

The College, with the approval of the department concerned, grants advanced placement and credit to students who perform satisfactorily on a CEEB Advanced Placement Examination.

CLEP Examinations

Credit is awarded for appropriate scores on the CLEP examinations according to the following guidelines.

1. *General Examinations*

Persons who have completed high school (or its equivalent) prior to taking the CLEP examinations may be awarded Elizabethtown College credits according to the following standards.

a. All General Examinations must be successfully completed prior to the achievement of sophomore status (30 or more recorded college credits).

b. Up to 29 credits may be awarded for scores of 50 or higher on the General Examinations. None of the credits may duplicate college credits already recorded on the transcript or credits for course work in progress at the time of the examination.

c. For the Natural Science Examination, a maximum of eight credits will be awarded for scores at or above 50. Three of these credits may be applied to the Core Program requirements in Natural World.

d. For the examinations in Humanities, Social Sciences, and History, a maximum of six credits for each examination will be awarded for scores of 50 or above. Up to three credits from each area may be applied to the corresponding requirement in the Core Program.

e. Six credits for scores of 50 or above, will be awarded for any Foreign Language (French, German, Spanish) College Level I exams; 12 credits will be awarded for scores of 52 or above for the French Foreign Language College Level II exam; 12 credits for the German Foreign Language College Level II exam with a score of 63 or higher; and 12 credits for the Spanish Foreign Language College Level II exam with a score of 54 or higher.

f. For the English Composition and Mathematics Examinations, a maximum of three credits will be awarded for scores at or above 50. These credits may not be applied to the Core Program.

2. *Subject Examinations*

Credit will be granted for scores at or above a score of 50. Subject Examinations in an area in which the student will take additional work (either by requirement or elective) must be successfully completed prior to enrolling in college courses in that subject area.

Challenge Testing

Challenge Testing is a comprehensive term encompassing all tests prepared and/or administrated by Elizabethtown College faculty.

There are two types of Challenge Tests:

1. Tests for Academic Credit are *Challenge Examinations* in which a regularly admitted Elizabethtown College student requests to be examined for credit in a particular course in the College Catalog. Requests for Challenge Examinations must be approved by the chair of the department in which the course is listed. Practicums, internships, and research courses are excluded from the Challenge Examination option as are Freshman Seminar and Junior/Senior Colloquium in the Core Program.

2. Tests for Placement and/or Waiver are those given for placement in a course sequence such as those given in modern languages and mathematics. No credit is awarded for such testing.

All Challenge Testing is graded on a pass/no pass basis. A grade of *pass* indicates that the credit and/or advanced placement is to be awarded.

Challenge Tests given at the initiative of the College are administered without fee to the student. There is a per test fee for Challenge Tests given at the request of the student. The fee is for the test itself and is charged regardless of the test results. In addition, 50 percent of the appropriate part-time tuition rate in effect at the time the test is administered is charged for academic credit awarded as a result of performance on Challenge Tests.

Placement Testing

Entering students are placed in mathematics, writing, and modern language classes on the basis of criteria established by the relevant academic departments. Mathematics placement is based on the following factors set forth by the Department of Mathematical Sciences: (1) high school mathematics courses taken and performance in those courses; (2) SAT mathematics score; (3) the student's intended major; and (4) student preferences. In time for the summer orientation program, students entering in the fall semester are placed in Math 011 Intermediate Algebra, or a 100-level Mathematical Analysis course in the Core Program. Students placed in Math 011 must successfully complete this course before enrolling in other mathematics or Mathematical Analysis courses. Students may challenge their placement level by taking a mathematics placement challenge exam during the fall orientation program.

Placement in writing courses is determined by the Department of English according to a combination of SAT verbal score and performance in high school English courses. In time for the summer orientation program, students entering in the fall semester are placed in either: En 011 Fundamentals of Composition; En 100 Writing and Language, which satisfies the Power of

Language requirement in the Core Program; or an advanced Power of Language course, En 150 Advanced Writing and Language, Com 105 Fundamentals of Speech, or Ph 110 Logic and Critical Thinking. Students placed in En 011 must successfully complete this course before enrolling in Power of Language courses. Students may challenge their placement level by taking a Power of Language placement challenge essay test during the fall orientation program.

Students desiring to take modern language courses are placed by the Department of Modern Languages according to language background and placement test results. Students who enter the College in the fall semester and who wish to take courses in French, German or Spanish in the fall take a placement exam during the fall orientation program. Students who have studied a modern language in high school for two years or more must take the appropriate modern language placement test. If students have studied more than one modern language, they take the placement test in the language which they have had the most intensive study or the language in which they wish to pursue study further at the college level. Students who have studied a language for less than two full years, or who have never studied a language, do not take the placement test and are normally placed in French, German or Spanish 111, Fundamentals of Language and Culture I.

Students who wish to use a modern language to fulfill the Foreign Cultures and International Studies Area of understanding in the Core Program complete a modern language course at the 112 (Fundamentals of Language and Culture II), 211 or 212 level. Students who demonstrate competence at the 111 level enroll in 112. Students who demonstrate competence at the 112 level enroll in 211. If competence is demonstrated at the 211 level, the appropriate course is 212.

The Student's Program

The student's academic program in the first two years is largely intended to fulfill the requirements of the Core Program, which provides a broad education. In the junior and senior years, most curricula afford time for a wide range of electives in addition to the prescribed courses required in a major program.

Academic Advising

Each student who is enrolled in a degree program is required to complete a major. In addition, students have the option of pursuing a second major and/or one or more minors outside their major discipline. Advisors are assigned for majors, second majors, and minors. (Certain non-degree students are also assigned advisors.)

Freshman Advising Program. The Freshman Advising Program is designed to touch on all aspects of the freshman experience. The goal is to assist freshmen in realizing the maximum educational benefits available to them by helping them to better understand themselves and to learn to use the resources of the College to meet their special educational needs and aspirations. Course selection is included but is not the primary task to be accomplished.

Upperclassman Advising. Upperclassmen who have declared a major are assigned an academic advisor from their major department. Upperclassmen who have not yet declared a major are assigned an advisor from the Office of Counseling Services.

All advisors work closely with students during the preregistration period for course selection for the coming semester. Consultation with the advisor also occurs during the schedule change period and the drop-add period at the beginning of each semester. Departmental advisors also provide assistance in regard to graduate or professional school and/or career planning.

Student Responsibilities

Students are required to consult with their major advisors as to course selection, course sequences, graduation requirements, etc. Consultation with the second major or minor advisor is an expectation but not a requirement. Preregistration Course Request Sheets, Request for Schedule Change forms, and Drop/Add forms require the major advisor's signature, as do certain other forms and documents from the Office of Registration and Records.

The advisor's signature on various documents indicates that the student has consulted with the advisor; *however, it is the student's responsibility to ensure that all graduation requirements have been met and that other requirements, regulations, or deadlines have been observed.*

Advising sheets and computer generated degree audits for academic majors and minors are available in the Office of Registration and Records. These materials are helpful in tracking the completion of program requirements.

Declaration and Change of Major/Minor

Students are required to complete a major. In addition, students have the option of pursuing a second major and/or one or more minors outside their major discipline.

Declarations and changes of majors and minors are initiated by the student and facilitated by the Office of Counseling Services. When a change of major or minor occurs, a student's record is transferred from one academic department to another.

Change of Personal Information

Any change of name, address, telephone number, or marital status must be reported in writing to the Office of Registration and Records immediately. This information must be kept current so that there will be no delay in receipt of information from the College. Changes of name, gender, social security number, etc., require legal documentation.

Full-time/Part time Status

A student taking 12 or more credits per semester at Elizabethtown College is considered a full-time student and pays full tuition and fees. A student taking fewer than 12 credits per semester pays the regular semester credit rate plus applicable fees, and receives a library card and full use of the library facilities.

The National Collegiate Athletic Association regulations stipulate that a student must carry a minimum of 12 credits per semester to be eligible for intercollegiate athletic competition.

Course Load

Since the completion of at least 125 credits is required for a bachelor's degree, a student who plans to graduate in four years must satisfactorily complete an average of 16 credits for each of eight semesters. However, some students wisely elect to take a lighter academic load in order to do better work and choose to attend a summer session, or partial fifth year.

Overload Credits

Students may carry up to 17 credits in a semester or seven credits in a five or six week summer session. A student who has achieved a cumulative grade point average of 3.20 or above, or has the approval of the Associate Dean of the Faculty, Prof. Elizabeth Rider, or the Director of Records, may carry up to 19 credits in a semester or 8 credits in the summer session. An additional tuition fee is charged for credits in excess of 18 credits in a semester. A petition form for overload credit is available in the Office of Registration and Records.

Repeating Courses

Courses which may be repeated must be taken at Elizabethtown College. The most recent grade is final and is used in the calculation of semester and cumulative grade point averages. When repeating a course, a student must file the appropriate repeat registration card in the Office of Registration and Records. Failure to do so will result in a duplication of credits carried, a possible delay in graduation, and a decrease in the cumulative grade point average.

Courses which may be repeated are as follows:

1. A student may repeat any course in which he or she receives an *F* or *NP*.

2. Ordinarily a student may not repeat a course in which a grade of *D* is earned. However, upon the request of the student's advisor and the approval of the student's major/minor department chair, a student may repeat a course in the major/minor, a course required by the major/minor, or a course that is prerequisite to a Core Program requirement. *The student must repeat the course in which the D grade was received within one year of the original enrollment in the class* (or the next semester in which the course is offered if the course is offered less frequently than once a year).

3. A course in which a *D* or *F* was earned must be repeated in the same manner in which it was originally enrolled.

Auditing Courses

Students in good academic standing (2.0 or better) may elect to audit courses provided they do not preempt regularly enrolled student and they have the permission of the professor teaching the course.

The requirements for the audit are determined by the professor. Upon completion of all such requirements, the audit is posted on the student's permanent record card. Audit courses carry neither academic credit nor grade.

Audit credits are included in the total credits to determine full-time status and overload charges. A fee is charged on a per credit basis for part-time students who wish to audit courses. Auditors,

both full-time and part-time, must also pay any additional fees for labs, studio supplies, and other direct costs. Students may add a course for audit or change a course registration from audit to credit during the first week of class only. Change of course registration from credit to audit cannot be made after completion of the fourth week of the semester. Once a course has been audited, it may not be taken for credit. Likewise, a course that has been completed for credit may not be repeated and recorded as an audit course.

Transfer of Credits

An Elizabethtown College student who wishes to transfer credits to Elizabethtown College must obtain permission in advance from the Office of Registration and Records. The College transfers credit, but not grades or quality points, for course work taken at another regionally accredited institution for which a grade of C- or better is obtained. The College is not obligated to accept course work for which written permission was not obtained prior to enrollment at another institution.

Students who have achieved junior status (60 credits) either through work at Elizabethtown College or through a combination of work at the College and another institution are not permitted to transfer additional credits from a two-year institution to the Elizabethtown College. Such students may transfer credits from four-year institutions, but only upon the prior approval of the Director of Records. Students must request that the Registrar's Office of the transferring institution send an official transcript to the Office of Registration and Records at Elizabethtown College. Facsimile (fax) copies and student delivered transcripts will not be accepted.

The records of transfer students from non-accredited and National/American Association Institutions are evaluated on an individual basis.

For more information regarding transcripts and course transference, contact the Office of Registration and Records 717-361-1409.

Transcripts

Transcript requests must be sent to the Office of Registration and Records and received at least one week prior to the date needed. *Federal law requires that all requests be made by the student and in writing.* Neither telephone requests nor facsimile (fax) requests can be honored; nor can parents, friends, spouses, or potential employers request transcripts.

No transcripts of record are furnished to students whose account is not paid in full. There is no charge for transcripts.

Transcript request forms are available in the Office of Registration and Records or by printing a copy from our website (www.etown.edu/registration/transcr/request.html). Letters will be accepted in lieu of the request form.

The following information must be included in all requests:

1. Name(s) and address(es) to whom the transcript is to be sent, including specific names/offices when possible;

2. Dates of attendance at the Elizabethtown College;

3. Student's full name, including maiden name if applicable; and

4. Student's signature.

Unofficial transcripts issued directly to the student are stamped "UNOFFICIAL COPY" and may not be acceptable to other institutions or potential employers. Elizabethtown College does not send or accept facsimile (fax) copies of transcripts.

Registration

Students are required to register for classes on those days designated on the College calendar. Students registering later than the days specified are charged a late registration fee. No registrations are accepted after the first week of a semester.

A student may register either as a regular or a non-degree student, and as a full-time or part-time student. Regular students only are degree candidates and they must be in an approved major.

A student registers for courses _ not for a time or a professor. There is no guarantee that a student will be registered for every course at the time requested.

Many courses have prerequisites, and students are reminded of their responsibility for meeting all prerequisites and for taking courses in proper sequence.

Preregistration

To preregister for the next semester, a student must have met all financial obligations, including the payment of any required preregistration deposit. Students who do not preregister during the preregistration period cannot be guaranteed space in the residence halls or classrooms.

Students preregister for the fall semester in April. Preregistration for the spring semester takes place in November. Master schedules and course request sheets are furnished to the student approximately three weeks prior to the preregistration period to allow ample time to make an appointment with the advisor. Students who fail to preregister before the close of the preregistration period are charged a late preregistration fee.

Evening students should check with the Center for Continuing Education and Distance Learning for details about registration.

Registration Holds

A student's registration or preregistration may be delayed as a result of items such as unpaid account balances, incomplete academic records, disciplinary sanctions, or incomplete health records. For full-time students, the health record must include a Health Services Physical form and evidence that all required immunizations have been received.

Schedule Changes

Students who have preregistered may make changes on a space available basis. Schedule change request forms are available in the Office of Registration and Records.

Change of Registration

Courses may be added within the first week of a semester and may be dropped without academic penalty during the first four weeks of a semester. Course drops and adds must be approved by the academic advisor and completed through the Office of Registration and Records. A student is not withdrawn from a class simply by discontinuing attendance or by notifying the professor. The completion of any registration change is the responsibility of the student, not the faculty member.

Adding Courses

Students may add courses to their schedule during the first week of a semester. Drop/Add request forms are available in the Office of Registration and Records. The completed form must be signed by the academic advisor and returned to the Office of Registration and Records; students are not considered to be registered until this is done.

Dropping Courses

Courses dropped from a student's schedule during the first four weeks of a semester are removed from the student's academic record. Drop/Add request forms are available in the Office of Registration and Records. The completed form must be signed by the academic advisor and returned to the Office of Registration and Records; the course drop is not complete until this is done.

Class Absences

Class Attendance

Class attendance policy is determined individually by the faculty members. It is the position of the College that the above-average student should be given some freedom of judgment as to attendance needs, while the average student must, of necessity, be encouraged or required to maintain a record of regular attendance.

Each faculty member announces his or her attendance policy at the start of each semester. A professor or the College may dismiss a student from a course for excessive absences. Such dismissals in weeks 1-4 of the semester result in removal of the course from the student's record; after the fourth week, a grade of *WF* is recorded for the course. A student may appeal to the Academic Standing Committee for reinstatement to the course.

Students are responsible for consulting with the professor in the case of absences due to ill health or other personal problems.

Long-Term Absences

A long-term absence from classes or from campus may result in mandatory withdrawal from the College. After 15 consecutive class days of absence from all classes, a student is considered to

have withdrawn from the College. Students absent for verified medical reasons will be granted a Medical Withdrawal (see below).

Withdrawal Policy

Withdrawal from Classes

Students withdraw from classes through the Office of Registration and Records. The course will not appear on the permanent record if the student withdraws on or before the end of the fourth week of the semester. From this time to the end of the eleventh week, a withdrawal will result in a grade of *W*. All withdrawals after the end of the eleventh week of the semester

receive grades of *WF* unless the withdrawal is from College and is for medical reasons, in which case a *W* is recorded for each course. *A student may not withdraw from individual courses for medical reasons.* A grade of *WF* is calculated into the student's average as though it were an *F*.

Withdrawal from College

Students who withdraw from the College during a semester also withdraw from all of their classes for that semester. Full-time students withdraw from the College through the Office of Counseling Services; part-time students withdraw through the Office of Registration and Records. *Students who withdraw during the semester are expected to leave the campus as of the effective date of their withdrawal.*

For purposes of billing, room reservation, academic responsibility, etc., the effective date of withdrawal is the date on which the completed official notice is returned to the Office of Counseling Services or the Office of Registration and Records. A student who withdraws without notification receives no refunds and may incur the full room penalty. Failure to comply with withdrawal procedures may result in loss of the privilege of readmission to the College and the right to the release of a transcript of credits earned.

Medical Withdrawal

A student may withdraw from the College for reason of a serious illness or similar, medically-related circumstances. Medical withdrawal assumes an incapacity that prohibits acceptable academic performance, not simply a hardship or inconvenience. Such withdrawal requires written verification from a physician including diagnosis and dates of treatment. Upon receipt of verification, a proportionate refund is granted.

Medical withdrawal is withdrawal from the College and therefore from all courses. A student does not selectively withdraw from individual courses under the rubric of *medical withdrawal*.

Leave of Absence

A student may take a leave of absence from the College to study in an approved off-campus program.

To arrange a leave, a student should contact the faculty coordinator or director of the appropriate program. Application must be made no later than the preregistration period of the semester prior

to the one in which the leave begins. Administrative fees for off-campus programs are payable at the time a student applies for the leave. A leave is approved upon the student's acceptance into the program.

Preregistration information is sent to students on leave approximately March 15 and October 15. The preregistration form and a preregistration deposit must be returned to the Office of Registration and Records by May 1 or December 1 to ensure a place in the College and in courses.

Readmission

Students who leave the College in good academic standing (minimum 2.0 cumulative grade point average) gain readmission by written request to the Office of Registration and Records. Students who leave the College while in academic difficulty (below 2.0 cumulative grade point average) must petition the Academic Standing Committee for readmission.

Credits, Grades and Quality Points

Credit

"Credit" is equivalent to "semester hour." A semester hour signifies work completed in one 50-minute recitation period per week, or two or more 50-minute laboratory periods per week, for a semester of 15 weeks, or an equivalent learning experience.

Grades

Grades are reported as *A, B, C, D, F.* Plus and minus distinctions are made. Designations of *I, W, WF, P, NP* and *AUD* are used in appropriate situations. Grade definitions are:

A Distinguished

B Above Average

C Average

D Poor

F Failure

I Work Incomplete

W Withdrawal from course

WF Withdrawal failing

P Pass

NP No Pass (failure)

AUD Audit

Grades submitted to the Office of Registration and Records are considered to be official at the time submitted. Official grades can be changed only by successful appeal under the College's Grade Appeal Policy or by an instructor's petition to the dean of the faculty to correct a documented grading error.

Grade appeals and evidence of grading errors must be submitted within 30 days of the date on which the grade was formally issued from the Office of Registration and Records. Exception to the 30-day time limit requires formal petition to and approval of the Academic Standing Committee.

Incomplete Grades

A grade of "*I*" may be obtained by making a formal request to the professor of the course in question. The student and the professor must sign a written agreement which specifies the nature and the quantity of the work to be completed and the projected date of completion. Grades of "*I*" are assigned for *extenuating circumstances* only. They are not given simply to allow additional time to complete required course work or to improve course grade. In addition, a professor may use the "*I*" in cases of suspected academic dishonesty.

All grades of "*I*" received in the fall semester must be removed by April 1. Those received in the spring semester or summer session must be removed by October 1. Failure to do so results in a grade of *F*.

Quality Points

A 4.0 quality point system is used. Quality points are assigned as follows:

Quality Points per Semester

Letter Grade Hour of Credit

A 4.0

A_ 3.7

B+ 3.3

B 3.0

B_ 2.7

C+ 2.3

C 2.0

C_ 1.7

D+ 1.3

D 1.0

D_ 0.7

F, WF 0.0

Grade Point Average Calculation

The grade point average is dependent upon the credits attempted and the quality points earned. To determine the quality points earned for a semester, multiply the credits for each course by the quality points for the grade earned in the course, sum the results and divide by the total credits attempted in the semester. Courses in which a grade *F* or *WF* is received are included in the calculation. Courses in which a grade of *W* or *I* is recorded are excluded, as are *Pass/No Pass* and *Audit* courses.

The cumulative grade point average, and the grade point average in the majors and minors are calculated in the same manner as the semester grade point average. All courses that could fulfill a requirement for the majors or minors, whether in excess or not, are used for the grade point average calculation.

Pass/No Pass Grading

The *Pass/No Pass* grading option is intended to encourage students to explore areas of study beyond those of their major or minor. Courses registered on the Pass/No Pass basis earn credits (for grades of *P*) but are not included in the calculation of the grade point average. Students may select one other course per semester to be graded in this manner under these conditions:

1. A student must currently be of junior or senior standing (60 or more credits).

2. The cumulative average must be 2.75 or higher.

3. The selected course may carry no more than four credits and *must be a free elective*. It may not satisfy a Core Program requirement, and may not be a course that could fulfill a requirement for the student's major or minor.

4. No more than four courses in total (excluding Physical Well Being activity courses) may be taken under this grading option.

In addition, all students may elect to take Physical Well Being activity courses on a Pass/No Pass basis.

Pass/No Pass registration must be completed during the first four weeks of the semester. Forms are available in the Office of Registration and Records. Once a course is registered under the Pass/No Pass option, it may not be changed. Grades of *D_* or higher are recorded as Pass; grades of *F* are recorded as No Pass.

Early Warning System

Mid-term grade reports are not issued. However, an early warning system is used. Students carrying *D* or *F* grades in 100 or 200-level courses at the end of the fifth week of the semester are notified of their deficient performance. These students are encouraged to consult with their instructors and to make use of Learning Services resources in order to improve their performance.

Final Examination Policy

All academic courses are expected to conclude with a final examination administered during the assigned time of the examination period. ***Within the last three meeting days for classes (not for any individual course) prior to final examinations, no unit tests or quizzes of any type may be administered. Due to the structure of courses involving laboratory examinations/practica, a laboratory examination/practicum can be given during these final three days prior to final examinations. In addition, major papers and projects can be assigned due dates that fall within the last three meeting days for classes, providing the due dates are specified in the syllabus.***

A laboratory section, an advanced seminar _ in which an assigned paper or project is the major activity, a performance class _ in which a recital or similar artistic performance is required, an internship, or a practicum may or may not have final examinations depending upon the judgment of the instructor. Any faculty member seeking an exception to the final examination rule for an academic course shall first secure the approval of the department chair and then that of the provost.

Students as well as faculty members are expected to abide by the published examination schedule. However, students with three examinations in one day may request of a professor that one examination be rescheduled during the examination period. There is no obligation on the part of the faculty member to reschedule the examination. All requests for rescheduling an examination must be made at least five class days before the start of the final examination period. Students with four examinations in one day may request that one or two of the examinations be rescheduled, following the same procedure. When a scheduling conflict cannot be resolved between faculty member(s) and student, the student may appeal to the Provost.

Class Standing

The student's class standing is determined on the basis of the number of credits earned. After earning 30 credits, a student is considered a sophomore; with 60 credits, a junior; with 90 credits, a senior.

Rank in Class

Class rank is determined, for students pursuing degree programs, once a year and is based on their cumulative grade point average using only the credits, grades, and quality points earned at Elizabethtown College. Class ranks for the freshmen, sophomore, and junior classes are determined at the completion of the spring semester. Rank in class for graduates is also determined after the spring semester and includes graduates from the previous summer and fall as well as from the current spring semester.

Academic Standing

Academic Good Standing

Students in academic good standing maintain a minimum 2.0 cumulative grade point average.

Academic Probation

Academic probation means that a student is in danger of being dismissed from the College for academic reasons. Students who fall into the following categories are placed on academic probation:

Cumulative

Semester hours Grade Point Average

Attempted with below*:*

1 _ 18 1.7

19 _ 36 1.8

37 _ 54 1.9

55 _ 72 1.95

73 or more 2.0

A student on academic probation normally should limit his or her academic load to four courses or 13 credits, whichever is less, in any semester in which the probation exists. The summer maximum should be two courses or seven credits.

Academic Dismissal

The College, upon recommendation of the Academic Standing Committee, may at any time dismiss from the College a student who is experiencing academic difficulty. A student should be aware that all cases are decided individually and that poor academic performance may result in dismissal at the end of any semester.

A student who is in academic difficulty (below 2.0 cumulative grade point average) may be requested by the Academic Standing Committee, in consultation with the student, to enroll in a special or particular set of courses and to become involved in testing, counseling, or other developmental activities. A student's satisfactory performance in such assignments may be interpreted by the Academic Standing Committee as satisfactory progress and may make it unnecessary to recommend dismissal.

Readmission of Students Not in Good Academic Standing

A student who leaves the College while in academic difficulty (below 2.0 cumulative grade point average) must petition the Academic Standing Committee for readmission. A student who is readmitted to the College after an absence of *five successive years* may, upon fulfilling certain

requirements, have previous grades of *F* removed from the cumulative grade point average. For full information, the student should consult with the Office of Registration and Records.

Individual Program Adjustments

Academic departments reserve the right to counsel any student out of a major or minor for academically-related reasons. A student has the right to appeal such departmental action to the provost, who will direct warranted appeals to the Academic Standing Committee.

Academic Honors

Dean's List

A full-time student who earns a semester grade point average of 3.5 or better in 9 or more credit hours of letter graded course work is regarded by the College as having performed with distinction. The student is placed on the Dean's List of Honor Students for the semester.

College Scholars

A College Scholar is a currently enrolled full-time student who, having completed at least 60 credits in consecutive semesters of full-time study at Elizabethtown College, has achieved a cumulative grade point average of 3.75 or higher. Scholars are identified at the end of the spring term and are publicly recognized at the Convocation at the beginning of the following academic year. They are awarded a certificate and their status as College Scholar is recorded on their permanent record.

Graduation with Honors

At the time of graduation, a student who has achieved a cumulative grade point average of 3.5 is graduated *cum laude*; of 3.75, *magna cum laude*; of 3.9, *summa cum laude*.

A transfer student is eligible for and receives these same honors if the student earns a minimum of 60 credits at Elizabethtown College and is recommended for honors by the major department.

Honors in the Discipline

Honors in the Discipline are awarded to outstanding graduates majoring in the various disciplines. To receive this designation, the student must prepare a research or creative project; the completed project must be judged outstanding by the faculty of the department. Invitation of the major department is required for a student to begin an honors project. In addition, a grade point average of at least 3.5 in the major is required.

Honors in the Discipline are noted in the graduation program and on the academic transcript. A student may receive recognition in more than one discipline. Departments may recognize more than one graduate in a year. Each department determines the specific criteria used to judge its students' projects.

Special Privileges

Scholar's Privilege

A full-time student who appeared on the Dean's List of Honor Students for the preceding semester may, with the permission of the instructor, attend any class in the College on a space available basis as a scholar's privilege without registration or credit.

Departmental Student Privilege

A full-time or part-time junior or senior student, with the permission of the instructor, may attend any class within the student's major or minor department on a space available basis without registration or credit..

Graduation

The Ceremony

Graduation from Elizabethtown College is celebrated once each year in May. The ceremony is held typically is held the morning of the third Saturday in May, outdoors in The Dell, except in cases of inclement weather, when the ceremony is held inside of Thompson Gymnasium. Students who complete all graduation requirements in the previous summer or fall, or the current spring semester are recognized in this ceremony. Students may participate in only one graduation ceremony.

Students majoring in music therapy and occupational therapy who have completed all course work participate in the May graduation ceremony, but do not receive their diplomas until their respective clinical experiences are completed. Clinical laboratory sciences majors whose hospital work is graded and recorded on the permanent record card participate in the May ceremony immediately preceding completion of their clinical year.

Senior students not actually graduating may petition to indicate their desire to participate in the commencement exercises and for verification of their status as a "member of the class." To be eligible for this status, students must have a 2.0 grade point average in both major and overall at the time of the ceremony and have no more than 6 credits hours of course work remaining. (Up to 10 credit hours can be approved in special circumstances.) These students are designated as "early participants." Early participants in commencement march with their class, have their name listed in the official program, and are called to the platform for recognition as a member of the graduating class. Petitions are due to the director of records by February 15.

Honors are listed in the commencement program for those students who have actually graduated or whose only remaining requirement is the non-credit clinical experience.

Credit Requirements

To receive a bachelor of arts or bachelor of science degree from Elizabethtown College, the student must earn a minimum of 125 credits. (Ma 011, En 011, and ESL 111 are not counted toward these credits.) In the case of engineering, clinical laboratory sciences, and other special programs, the number of credits required is indicated in the program outline (see departmental listings for specific information).

No more than one bachelor's degree is ever awarded to an individual by Elizabethtown College; however, students may complete a second major, a minor, or teacher certification subsequent to graduation.

Program Requirements

Students are required to complete successfully all requirements of the major and all of the Core Program requirements. The College does not guarantee graduation to any student unable to complete requirements of a specific program or academic major.

In addition to their major, students have the option of pursuing a second major and/or one or more minors. Second majors must include at least 15 credits not included in the first major. For each minor, the student must complete at least eight credits that are not used to fulfill the requirements of the major(s) or another minor.

Second majors and minors represent additional knowledge and interest in areas outside the first major. Therefore, second majors and minors must be selected in disciplines outside the first major. Major and minor disciplines are determined by the predominant course prefix of the major/minor course requirements. For secondary education majors, the major subject area is considered to be the discipline of the major.

Grade Point Average

To be eligible for graduation, a student must have a cumulative grade point average of at least 2.0, with a minimum average of 2.0 in a major (and a 2.0 in a minor if the minor is to be recorded on the student's transcript). A student transferring from other colleges must have an average of at least 2.0 in courses pursued in residence at Elizabethtown College.

On-Campus Credits

To meet graduation requirements, the student must earn on-campus credits as follows: (l) a minimum of 15 credits in the major, at least eight of which are at the upper level (normally 300 and 400 level); (2) at least 30 of the last 60 credits; and (3) the Junior/Senior Colloquium and at least one 200 level Core Program course.

To recognize completion of a minor on the transcript, a student must have completed at least nine credits of the requirements on the Elizabethtown College campus and must have earned a baccalaureate degree at Elizabethtown College.

Note: Credits earned through the Dixon University Center in Harrisburg, Brethren Colleges Abroad program, Nihon University, or International Study Centre at Herstmonceux Castle at East Sussex, England, while the student is matriculated at Elizabethtown College, are considered on-campus credits.

Other Requirements

Graduation requirements are governed by the *College Catalog* dated four years prior to graduation or, for major requirements, by the *College Catalog* in effect at the time of graduation, if the student so chooses. Transfer students are subject to the requirements of the *College*

Catalog in effect when they begin studies at Elizabethtown College or, for major requirements, the one in effect at the time of graduation. In no case however, may a student use a *College Catalog* dated more than four years prior to graduation to determine requirements for a degree, nor may a combination of *College Catalog* requirements be used.

Elizabethtown College will graduate only those students who meet the moral and financial obligations incurred in pursuit of their studies. The completion of the required number of credits does not in itself constitute eligibility for graduation.

It is the responsibility of the candidate for a degree to make formal written application for the degree to the Office of Registration and Records by February 15.

The Office of the President must be notified by any student who plans to graduate *in absentia*.

Academic Judicial System

Judicial Structure

Responsibility for judicial matters of an academic nature is assumed by the Academic Standing Committee and the Academic Review Committee.

The Academic Standing Committee is comprised of four faculty members and the Associate Dean of the Faculty. The committee handles matters pertaining to academic probation, academic dismissal, readmission, and deviations from the academic curriculum of the College.

The Academic Review Committee is comprised of three faculty members, two students, and one administrator appointed by the President. The Provost serves as convener of the committee but is not a member and does not vote in decisions made by the committee. The committee handles matters pertaining to academic dishonesty and student appeals of course grades.

Academic Due Process

At Elizabethtown College, academic due process is understood to include the following student rights:

With Regard to Grading:

1. To receive a specific explanation of the manner in which a course grade was determined.

2. To appeal a course grade if the student believes that a grade was influenced by matters other than academic performance, class attendance, and punctuality in submitting assignments.

With Regard to Academic Dishonesty:

1. When penalized for academic dishonesty, to receive a written notification specifying the nature of the infraction and the recommended penalty.

2. To request a hearing before the Academic Review Committee when found by a faculty member to be in violation of the standards of academic integrity and to receive a written statement from that board summarizing the findings of the board and its disposition of the matter.

3. To request a hearing before the Academic Standing Committee when recommended for academic dismissal due to cheating, plagiarism, or other violations of the standards of academic integrity.

4. To inspect any information on file in the Office of the Provost dealing with incidents of academic dishonesty attributed to that student.

Standards of Academic Integrity

Elizabethtown College assumes that students will act honorably. Students are expected to adhere to the Pledge of Integrity adopted by both the students and the faculty in 1995.

ELIZABETHTOWN COLLEGE PLEDGE OF INTEGRITY

Elizabethtown College is a community engaged in a living and learning experience, the foundation of which is mutual trust and respect.

Therefore, we will strive to behave toward one another with civility and with respect for the rights of others, and we promise to represent as our work only that which is indeed our own, refraining from all forms of lying, plagiarizing, and cheating.

All new students are expected to affirm and uphold the Pledge. Reflecting commitment to the pledge, new students will be expected to sign a pledge stating, "I pledge to be honest and to uphold integrity."

Academic Dishonesty, including cheating and plagiarism, constitutes a serious breach of academic integrity. Academic work is expected unequivocally to be the honest product of the student's own endeavor.

Cheating is defined as the giving or receiving of unauthorized information as part of an examination or other academic exercise. What constitutes "unauthorized information" may vary depending upon the type of examination or exercise involved, and the student must be careful to understand in advance what a particular instructor considers to be "unauthorized information." Faculty members are encouraged to make this definition clear to their students.

Plagiarism is defined as taking and using the writings or ideas of another without acknowledging the source. Plagiarism occurs most frequently in the preparation of a paper, but is found in other types of course assignments as well.

Other forms of academic dishonesty include (but are not limited to) fabrication, falsification, or invention of information when such information is not appropriate. To knowingly help or attempt to help another student to commit an act of academic dishonesty is considered to be an equivalent breach of academic integrity and is treated as such.

Cases of academic dishonesty are reviewed individually and according to the circumstances of the violation; however, students who violate the standards of academic integrity can normally expect a grade of *F* in the course and/or possible dismissal from the College.

Procedures for Dealing with Cases of Academic Dishonesty

Instances Involving Coursework:

1. When an instructor discovers evidence of academic dishonesty an informal conference is scheduled promptly with the student or students involved. If a professor is unable to schedule a conference before grades are due, a grade of Incomplete for the course may be assigned in the interim.

2. If, after the informal conference, the instructor is satisfied that there is evidence of academic dishonesty, a second conference is scheduled with the student involved (in cases involving more than one student either individual or group conferences may be appropriate depending on the particular circumstances of the case.) It is preferable that this conference take place in the presence of another faculty member. The student has the right to have a faculty member, another student, or a member of the Office of Counseling Services present as an observer.

3. If, following the second conference, the initiating faculty member is satisfied that there is proof of academic dishonesty and if the infraction is serious enough to warrant a recommendation of penalty beyond repetition of the assignment or examination, the faculty member will, with the approval of the department chair or equivalent, give the accused student(s) written notification specifying the infraction and the recommended penalty. A copy of this notification is sent to the Office of the Provost. Should the department chair not be in agreement with the faculty member, and the matter not be resolved at the department level, both the faculty member and the department chair will give written notification, with rationale, to the Provost. The Provost will then review the matter and recommend action, and will inform the student, in writing, of the recommended action.

4. The accused student(s) will have the alternative of accepting the recommended penalty or requesting a hearing before the Academic Review Committee. The request for a hearing must be presented in writing to the Provost within five days of receipt of the notice of information.

5. The Provost will review cases of academic dishonesty and exercise judgment as to whether a student found to be in violation of the standards of academic integrity should be recommended for dismissal from the College. If it is the Provost's judgment that academic dismissal is appropriate, the provost will notify, in writing, both the student and the Academic Standing Committee of his decision and the factors that influenced that decision.

6. The student will have the option of accepting the Provost's decision or requesting a hearing before the Academic Standing Committee. The request for a hearing must be presented in writing to the chair of the Academic Standing Committee within five days of receipt of the provost's decision.

Other Instances:

All forms of dishonesty in academic matters are violations of the Standards of Academic Integrity and are the concern of the Academic Review Committee. Inappropriate actions, for example, lying to College officials or forgery of advisors' signatures, are violations equivalent to cheating and plagiarism in coursework. Such dishonesty will be dealt with following the general procedures set forth above. Cases are reviewed individually and according to the circumstances of the violation; possible penalties include suspension or dismissal from the College.

Grade Appeals

Grades are considered to be official at the time submitted by the faculty. Questions concerning grades must be called to the attention of the instructor immediately after the official grade report is received. Formal grade appeals must be submitted within 30 days of the date on which the grade was issued from the Office of Registration and Records. Exception to the 30-day time limit requires formal petition to and approval of the Academic Standing Committee.

Procedures For Grade Appeals

1. If a student believes that a final grade has been influenced by matters other than academic performance, class attendance, and punctuality in submitting assignments, the student may request an informal conference with the instructor to discuss the matter.

2. If the outcome of the informal conference is not satisfactory, the student may submit a request in writing for a meeting on the matter to the department chair (or another faculty member in the department in instances involving the chair.) For the meeting, the student will prepare a written statement outlining the basis for the appeal.

3. The decision regarding the course grade in question will be made by the faculty member in consultation with the chair (or the other faculty member in the department in instances involving the chair). The student will receive immediate, written notification of that decision. Should the faculty member and the department chair not be in agreement, and the matter not be resolved at the department level, both the faculty member and the department chair will give written statements to the Provost explaining the reasons for upholding or altering the grade. The Provost will then review the matter and recommend action, and will inform the student, in writing, of the recommended action.

4. The student has the alternative, within ten days of the notice of the decision, of accepting the grade or submitting a further appeal, in writing, to the Provost.

5. The Provost will review the detail of the appeal. The Academic Review Committee will hear hear warranted appeals as determined by the Provost.

Student Life

Traditions and Special Events

In over 100 years of educating young men and women, Elizabethtown has developed a distinctive body of traditions that help define who we are as a community. The College's motto "Educate for Service" was anonymously contributed in 1915, most likely by a student, who wrote the words on a chalk board on the front wall of the College Chapel in Rider Hall. Other traditions and events of which Elizabethtown students partake:

The Blue Jay

In the late 1930's, upon the recommendation of Ira R. Herr, the athletic director, the student body selected the "Blue Jay" as the name for the athletic teams. The Blue Jay was chosen because of its blue and gray coat and, most importantly, because of the nature and characteristics of this fighting, scrappy bird. In later years, the Blue Jay became the College mascot.

New Student Induction Ceremony

A memorable part of the fall new student orientation program is a candlelight ceremony and procession that signifies the official entrance of the new class into the College community.

Freshman Walk

The entire freshman class walking about the campus and through downtown Elizabethtown two abreast makes quite a sight. Although virtually all participants get sent to the back of the line repeatedly for their failure to answer trivia questions, most remember this unusual community and campus get-acquainted activity as a high point of their orientation.

Convocation

At the beginning of each college year, an academic convocation is held at which the President of the College addresses an important issue in higher education. This ceremony also makes the

public announcement of College Scholars for the year. College Scholars are those students who have achieved a grade point average of 3.75 or higher on a scale of 4.0.

Dell Day

A "snow day without snow," Dell Day is officially sanctioned as a day of no classes for students and faculty alike. It is a day filled with unusual activities and a giant campuswide picnic that provides a unique opportunity for students, faculty, and administrators to mingle in informal settings. It does not appear on the College's calendar; rather, its date is held as a secret until the surprise is announced to the campus community. The idea for this day of interaction outside classes was first proposed by the Student Senate.

Lecture Series

The College presents two series of lectures throughout the academic year. The **Wednesday-at-11** series, as the name implies, is presented periodically on Wednesdays during the year at 11 o'clock in the morning. These lectures are designated as College Assemblies, for which the entire campus community is encouraged to attend. Last year's speakers included astronaut Winston Scott; environmental activist Julia "Butterfly" Hill; Helen Lightfine from Doctors Without Borders; author and psychologist Georgia Witkin; and peace activist Lucius Walker.

The Leffler Chapel and Performance Center has become home to the **Evening Lecture Series**, begun in 1995. This series has brought notable speakers to campus such as historian and Librarian of Congress Daniel Boorstin; Nobel laureates Archbishop Desmond Tutu, Oscar Arias, and Alan MacDiarmid; bestselling authors Richard Preston and Jonathan Kozol; Internet guru John Battelle; First Amendment advocate Nat Hentoff; and William Cardinal Keeler, archbishop of Baltimore.

Into the Streets

As part of the "Educate for Service" credo of the College, every fall hundreds of students, faculty, and staff go "into the streets" to perform service-learning projects in Elizabethtown borough and surrounding communities. Under student leadership and working through The Learning Services, Etownians paint walls in public parks, rake leaves in senior citizens' yards, clean up local creeks, and work with children, among other activities.

Homecoming/Family Weekend

Usually held in October, a weekend when alumni return to their *alma mater* and parents have the opportunity to spend time on campus and become involved in the life of the College. Weekend activities include nationally known performers, a parade through Elizabethtown, sports events, the presentation of the Homecoming King and Queen, social events, academic department reunions, picnics and dinners, and a bazaar on the Midway. During this year's celebration, on October 19, 2002 the new campus center will be formally dedicated. Additional activities include informal sessions with faculty and staff, and special interest programs. This weekend combines the social and educational aspects of college life and, most importantly, provides a reunion of students, their parents, and alumni.

Gretna Music

Gretna Music has been acclaimed by *Time* magazine as "one of the six best" regional music festivals in the country. At Elizabethtown, Gretna Music provides a year-round program which includes chamber music and jazz. The Gretna program has brought to the College world-class musicians such as the New York Voices, young musicians from Philadelphia's Curtis Institute, Bill McGlaughlin and The Concerto Soloists Chamber Orchestra of Philadelphia, the New Black Eagle Jazz Band, and the Philadelphia Singers. Students, faculty, and staff receive discounted tickets to these performances and the musicians teach master classes in the Department of Fine and Performing Arts.

Thanksgiving Dinner

Prior to the Thanksgiving break, the College's dining services staff prepares a holiday feast for students that is served by members of the faculty and administration and alumni of the College. Served family style, this meal is a unique dining opportunity for the entire campus.

TGIS Weekend

A major spring event in April, "Thank God It's Spring" Weekend is a celebration of the arrival of spring. The weekend includes outdoor games and activities, a concert with a nationally known band, comedy or like performers, and a video dance.

Commencement

The annual commencement ceremony is held at the end of spring semester, typically the third Saturday in May. The outdoor ceremony in The Dell includes an academic procession of faculty, administrators, trustees, graduates, and the 50th year Reunion Class in regalia, and the award of honorary and earned degrees by the President of the College. A baccalaureate service, planned by seniors and the Chaplain's Office, is held the evening prior to commencement.

Residential College Life

Since education extends beyond the classroom, many opportunities for personal growth occur within the residence halls and in the activities of clubs, organizations, and sport teams.

In on-campus residences and in student activities, students have the opportunity to grow in maturity and to learn the developmental tasks of the young adult. Resident students learn what it means to be a part of a larger community, that an individual's rights must be respected, that rule by the majority must include respect for the minority, and that the success or failure of an educational environment rests largely on how students conduct themselves. In addition, students must learn that their own rights include the right to privacy and sufficient quiet for study and rest. ***The student's right to personal use of his or her room supersedes the right of a roommate to have a guest at any time.*** The extent to which students learn these developmental tasks during their years in residence at Elizabethtown College depends on how effectively they use the opportunities in their residential environment.

The residence life staff facilitates learning in the residence halls. The trained staff, with the support of other campus services, assists students in realizing these developmental tasks in accepting their personal responsibilities.

Housing Options

Elizabethtown College offers several housing options. These include traditional residence halls, Student Directed Learning Communities, and on-campus townhouses and apartments.

Residence Halls

Residence halls offer standard single, double, and triple occupancy rooms. Special interest floor communities are available. These include: **Academic Honors:** designated for students who have achieved Dean's List status, have been inducted into an academic honor society, or are enrolled in the Hershey Foods Honor Program; **Academic Success/Quiet Study:** residents develop a community that is conducive to academic study both day and night; **Diversity:** an environment where residents celebrate a wide variety of backgrounds and identities; **Environmental Awareness:** residents explore and participate in local, national, and global environmental issues; **Freshman Interest Group (FIG):** focuses on supplementing seminar content and assisting first-year students with college adjustment issues; **Future Educators:** provides opportunities for future educators to live and learn together; **Leadership:** residents share their experiences in current leadership roles or their interests as emerging leaders; **Wellness/Substance Free:** students pledge to refrain from drug, alcohol and tobacco use, and opportunities exist to explore one's physical, emotional and spiritual development; **Women's Issues:** residents foster a positive environment for residents to engage in discussion and activities that explore issues, interests, concerns and experiences relevant to women.

David E. and Sadie M. Brinser Residence - Dedicated in 1965 and fully renovated in 2000, this three-story hall provides housing accommodations for 109 men and women.

Founders Residence - Completed in 1971, this four-wing, coed building houses 318 students. It is dedicated to four founders: S.H. Hertzler, G.N. Falkenstein, I.N.H. Beahm, and J.C. Ziegler.

Hackman Apartments - Each Hackman Apartment building provides modern living accomodations for 92 men and women. The first building opened in August 2000. The second building opens in August 2002.

Elizabeth Myer Residence - Dedicated in 1957, this residence overlooking The Dell houses 132 women.

H. K. Ober Residence - Built in 1960, this residence for men and women features two wings joined by a common lounge. It houses 200 students.

B. Mary Royer Residence - This hall accommodates 125 men and women. It was dedicated in 1962.

R. W. Schlosser Residence - Completed in 1965, this residence houses 205 women.

Student Directed Learning Communities

Established in 1992, the Student Directed Learning Communities are housing opportunities within the College-owned homes along the perimeter of the campus. They offer small groups of upperclass students the opportunity to create a unique, self-directed living environment, centered

on a common theme, issue, or interest through which the group is expected to share and enrich the campus community.

The SDLCs are awarded in the spring semester through a very selective application procedure coordinated by a committee of students, faculty, and staff. Residents are responsible for their own cooking, cleaning, and house management details. Optional meal plans are available.

SDLC programs include:

BOC (Brightening Our Community): works in a local shelter, providing tutoring for at-risk youth and social and educational outreach to the women residents.

The Harmony House: uses music therapy and relaxation techniques to help students and the elderly in the area.

HEART (Helping Elizabethtown Area Residents Together): works with the campus community and youth and seniors in the borough community to emphasize the importance of maintaining a healthy heart, and to increase awareness of heart-related activities.

Helping Hands: dedicated to offering programs to Elizabethtown's individuals with physical or mental handicaps by working with the Best Buddies Program and the Special Olympics of Lancaster County.

KIC (Kids in the Community): provides programs for area children and runs events which benefit the Big Brother/Big Sister program.

LIGHT (Lasting Impacts by Giving to the Hungry Today): acts to increase the awareness of hunger both around the world and in the Elizabethtown community.

LOVE (Laughter Overcomes Virtually Everything): will be providing terminally ill children at Hershey Medical Center with a smiling face to ease their adjustment into the unit.

The **PhAT** (Physical Aware Team) **House**: provides after school physical fitness activities for Elizabethtown youth.

Saturday's Special: provides workshops focusing on various themes for local children one Saturday per month.

SHARE (Students Helping to Advance Relations with the Elderly): focused on the elderly in the

area by providing services to local nursing homes and individuals living on their own, offering opportunities for College students to interact with the elderly.

TEAM (Together Everyone Achieves More): works with faculty at Elizabethtown Area Middle School to enrich student lives through after school tutoring and various other after school activities.

TIE (Teens in Elizabethtown): reaches out to teens by providing them with programs to enrich their lives socially and academically.

The V. Lester Schreiber Quadrangle

In the fall of 1992, the first residents were housed in the V. Lester Schreiber Quadrangle. The townhouse apartments accommodate 124 men and women. The furnished apartments open to a courtyard and commons building, available for quiet studying or social functions. Residence Life staff members assist students in developing a positive community environment.

The Vera R. Hackman Apartments

Both Hackman Apartment buildings accommodate 92 men and women in quad occupancy flats. These independent living options are fully furnished. Residence Life staff members assist students to develop a sense of community within the complex. The first Hackman Apartment residence opened in August 2000, followed by a second residence in August 2002.

Residency Requirements

All full-time students are required to live in College-owned housing. The College views residential life as an important part of the total process of a student's personal growth. Only commuters who live in established homes with family members are excluded from this policy. ***Any exceptions must be approved by the Office of Residence Life.***

Residency Agreement

Students entering Elizabethtown College must sign a residency agreement to reserve a room in one of the halls or houses. This agreement reserves space for the student and outlines the responsibilities of both the College and the student to safeguard the rights of all residents. A student may not reserve housing without pre-registering for the following semester or without signing a residency agreement. ***Residency agreements are binding throughout a student's enrollment at Elizabethtown College.***

Off-Campus Living

If residence halls are full or there are other extenuating circumstances, some students may apply to live in private off-campus housing. Students must apply to the Office of Residence Life in order to be considered for off-campus status. Preference for off-campus housing is given to senior students and they are released based the established criteria set forth by the Office of Residence Life. Students who live off campus must be in good academic and social standing.

Students living off campus are subject to the same rights and responsibilities as all citizens in Elizabethtown Borough. They are subject to civil law as well as College regulations. If students violate public law off campus, they may be subject to arrest and prosecution by civil authorities. Institutional disciplinary action may also result if College regulations are violated.

Athletics

Elizabethtown College offers a balanced intercollegiate and intramural sports program which is operated within the principles and policies of the National Collegiate Athletic Association (NCAA) Division III philosophy of amateur student participation. An objective of the athletic program is to insure healthful, competitive action between and among athletes.

Both men's and women's teams perform within the principles and policies of the NCAA and the Commonwealth League of the Middle Atlantic State Collegiate Athletic Conference (MAC). Sports offered at the varsity intercollegiate level are:

Men: soccer, cross country, basketball, wrestling, swimming, baseball, tennis, lacrosse, track and field, and golf.

Brian Loftuss `02 launches a three-point shot during the Blue Jays 2001-02 run to the NCAA Division III Final Four.

Women: soccer, cross country, basketball, field hockey, swimming, tennis, softball, lacrosse, track and field, and volleyball.

The following statement represents the official intercollegiate athletic philosophy underlying our College program:

At Elizabethtown College, the integration of the academic and the athletic experience is regarded with the utmost importance.

Participants in sports have no special privileges in advisors, course selections, academic advising, grading, living accommodations, or financial aid. Men's and women's programs are given equal emphases and the quality of competition is similar. Student athletes are supported in their efforts to reach high levels of performance by the provision of appropriated facilities, competitive opportunities, and strong coaching. Primary emphasis is given to in-season competition, but exceptional teams and individuals compete in post-season play.

Elizabethtown College is a strong advocate of the Division III philosophy of amateur student participation in sports. An amateur student-athlete is defined as one who engages in a particular sport for the educational, physical, mental, and social benefits derived therefrom and to whom participation in that sport is an avocation.

Student athletes are not expected to compete when they are physically incapable of competition or when competition presents an unreasonable risk to their welfare. They also will not act in a way as to create an undue risk to their opponents.

As spectators, members of the Elizabethtown College community are expected to treat visitors (athletes, coaches, officials, etc.) from other institutions with the utmost courtesy, hospitality, and good sportsmanship.

Intramural Sports

Intramural athletic activities are open to any student, staff, or faculty member of the College. Many students participate in intramurals.

Activities are offered annually. Men's offerings include tennis, volleyball, racquetball, basketball, soccer, and softball. Women's offerings include tennis, volleyball, racquetball, basketball, soccer, and softball. Coed offerings include bowling, tennis, and volleyball.

Other activities that have been offered include coed tennis, coed softball, badminton, archery, and water polo.

Some teams are organized with representatives of residence halls or other living areas. Other teams are made up of groups of friends or individuals. Faculty, staff, and commuter students are encouraged to participate. The goal of the intramural program is participation, regardless of the student's level of athletic competency.

Opportunities For Involvement

Campus Organizations

Activities Planning Board

The Activities Planning Board (APB), provides a variety of cultural, social, and educational programs for the Elizabethtown College community. There are a variety of programs which take place weekly and include concerts, comedians, live bands and novelty events.

Residence Hall Association

The Residence Hall Association is an association of the six residence hall councils (RHCs). The association is a service organization dedicated to the improvement of living conditions within the residence halls and throughout campus. Each year, the association and the RHCs provide more than 100 community-building programs and make physical improvements to the residence halls by working with the offices of College Life and Plant Operations.

Student Senate

The Student Senate is the primary arm of student government. Members of the Student Senate are elected by each class. The officers of the Student Senate are elected from the Student Senate membership. Seats are reserved for freshmen, who are elected in the fall. Most other elections take place late in the spring semester. Student Senate coordinates such events as the New Student Induction Ceremony, Freshmen Walk, Dell Day, and some Homecoming activities.

Campus Communications

Etownian

The *Etownian*, a weekly newspaper, is produced by students and distributed to all members of the campus community on Fridays except during holiday periods. It contains a full range of news, sports, features, and editorial opinion. Staff positions are open for editors, reporters, photographers, and advertising and circulation personnel. A staff organizational meeting is scheduled early in each semester.

Conestogan

The *Conestogan*, Etown's yearbook, covers events in sports, student life, clubs, and academics. Student-produced and distributed in the fall (usually at Homecoming), the *Conestogan* is the only permanent memory of each school year. Staff positions are open for editors, writers, photographers, and layout designers. An organizational meeting takes place early in the fall semester.

ECTV Channel 40

ECTV Channel 40 is a 24-hour leased access cable station owned by Elizabethtown College and operated by the Department of Communications, located on the second floor of Steinman Center. ECTV Channel 40 has a dual purpose: to provide information and entertainment to the students of Elizabethtown College and the people living in the surrounding communities, and to act as a functional and critical learning environment for the Communications majors of the College. Student staff members produce and direct original in-studio productions as well as gain experience with remote videography.

WWEC 88.3 FM

WWEC 88.3 FM is a student-managed and operated radio station affiliated with the Department of Communications, serves the College and local communities by providing music of all styles, as well as news, weather, sports, traffic, and special programs. The station broadcasts from 7 a.m. to midnight on weekdays and 8 a.m. to midnight on weekends. The studios and office are located on the second floor of Steinman Center. It is not necessary to be a Communications major to become involved with WWEC 88.3 FM.

Departmental Clubs and Organizations

Accounting/Finance Club

This organization brings together professionals in the fields of accounting and finance with students preparing to enter these professions. Exchange of policies, methods, and ideas is encouraged through speakers, field trips, and other functions of interest to students.

Alpha Mu

Alpha Mu is an organization for students and faculty interested in the field of music therapy. Members have opportunities for professional development through guest lecturers, field trips, community service programs, and sharing ideas. The organization also supports members' attendance at regional and national conferences and in projects through affiliation with the National Association for Music Therapy.

Art Club

The Art Club sponsors student art shows and attends cultural events in the area, such as artists' lectures, films, and exhibitions. Anyone interested in the visual arts is encouraged to participate.

Band Staff

The Band Staff is composed of representatives from each class who are members of the band. They provide support and leadership for the band and serve as a liaison between the director and student members of the band.

Biology Club

The Biology Club is comprised of students from many disciplines who share an interest in making biology educationally stimulating. The club sponsors field trips, and guest speakers, and holds regular meetings.

Computer Science Club

The club provides interested students from all majors with an opportunity to participate in field trips to various computer installations and to hear, in club meetings, invited speakers from area organizations. Members may become student members of the Data Processing Management Association whose local chapter welcomes participation in monthly meetings.

Education Club

The Education Club is open to students interested in early childhood, elementary, secondary, or music education. The club provides opportunities for students to participate in activities dealing with issues in education. Workshops include resource persons who deal with current issues in schooling. Field trips, films, and social gatherings are also planned. Club members join the Student Pennsylvania State Education Association and Student National Education Association. Club members receive PSEA and NEA's periodical professional journals in addition to the Education Club's monthly newsletter, The Elizabethtown *Educator*.

English Club

Through social and enrichment activities, the club provides a sense of cohesion and group identification to students interested in the study of English language and literature.

Forensics Club

The Forensics Club and the Department of Communications sponsor diverse forensics activities on campus and in intercollegiate competitions. Competition ranges from public speaking and oral interpretation of literature to Lincoln-Douglas debate.

History Club

This organization, through the use of films, field trips, student discussion, guest speakers, and other activities, gives members a broader look at history as a course of study, a career, or even as a hobby. All students are welcome.

International Association of Business Communicators (IABC)

IABC/Elizabethtown College is the College chapter of the International Association of Business Communicators, an association for communications and public relations professionals. The College chapter provides programs for students interested in corporate communications and public relations. Affiliation with the Lancaster chapter of IABC provides interaction with practicing professionals.

International Club

Contact Carolyn Morales, Multicultural Affairs Coordinator, or James Hilton, Director of International Studies.

Marketing Club

The club provides opportunities for students of business as well as other disciplines to hear speakers in various fields, participate in field trips, and gain practical experience through real world applications.

Math Club

The Math Club provides a forum for exchange of ideas and information in the field of mathematics. The club sponsors activities, field trips, and speakers, and investigates a broad view of current ideas and research in mathematics and employment opportunities.

Melica

Melica is Elizabethtown College's female *a capella* group. It holds auditions at the beginning of each fall semester.

Music Educators National Conference

Music Educators National Conference (MENC) provides students interested in music education an opportunity for professional development. Students further their education through

participating in state, division, and national meetings of the organization and through on-campus activities of the chapter.

Phalanx

Phalanx is the student-run male *a cappella* group. Auditions are held at the beginning of each semester, and rehearsals are held approximately twice a week.

Philosophy Club

The club plans and directs activities to further scholarly study of philosophical concern. Any member of the College community may participate.

Photography Club

The Photography Club encourages the craft of photography. Members learn and share photographic skills and techniques. Darkroom facilities are available to members. Sponsored by the Department of Communications, the club is open to all students.

Physics and Engineering Club

The club promotes campus-wide awareness of physics and engineering, conducts social events, and provides opportunities to visit local chapters of engineering societies. Physics and Engineering Club maintains an optional affiliation with the Society of Physics Students and Sigma Pi Sigma, a national physics honor society. The club's principal focus is student involvement in enriching resume-building experiences.

Political Science Club

The club is a student-run organization concerned with important and controversial issues of the day and with sparking student interest in political science beyond the classroom. Club activities include hosting expert lecturers in a variety of areas, field trips, periodic columns in the College newspaper, and various fund raising and social activities. All students may participate.

Psychology Club

The club advances the discipline of psychology and encourages communication among students interested in psychology. Films, discussions, speakers, and field trips are planned for the purposes of exploring both psychological issues and career opportunities. All students are invited to participate.

Social Work Student Association

This club provides students who are interested in helping others with opportunities to volunteer, discussions on social issues, and fund-raising projects. An annual "awareness week" sensitizes the campus community to important social concerns. Open to all students, regardless of major.

Sociology and Anthropology Club

The Sociology and Anthropology Club provides students with the opportunity to explore these two disciplines that deal with a diversity of social and cultural environments. Exploration occurs through regular speakers, films, field trips, and other activities. All students are welcome and encouraged to become members.

Student Affiliates of the American Chemical Society

The American Chemical Society, as one of its many activities, helps students interested in chemistry to develop attitudes of professionalism. Student affiliate chapters are organized as official units of the society at institutions granting degrees in chemistry or chemical engineering. The Elizabethtown College chapter is one of nearly 800 such groups in the United States. Activities include the showing of films, the hosting of distinguished speakers, and the touring of academic, industrial, and other facilities of interest to chemists.

Student Occupational Therapy Association (SOTA)

The Student Occupational Therapy Association is a student led organization that encourages student involvement in the profession of occupational therapy. It fosters professional engagement and advocacy, as well as participation in local, state and national events. On campus, the organization engaged in service projects and campus activites. As well, it hosts a number of socials designed to build connections among students in all classes.

Honorary Societies

Alpha Kappa Delta

Alpha Kappa Delta is the International Sociology Honor Society, founded in 1920 to promote the study of _ and service to _ human society. To be eligible, a student must:

•Officially declare Sociology as a major, minor, or concentration.

•Hold junior class status.

•Have a GPA of 3.0 overall.
•Have a GPA of 3.0 in Sociology courses.

•Complete four Sociology courses.

Alpha Lambda Delta

Alpha Lambda Delta is a national honor society of freshmen. It promotes intellectual interests and a high standard of learning and encourages superior scholastic attainment among freshmen. Membership is open to freshmen who meet the scholastic qualification at the end of their first semester. The Elizabethtown chapter was established in 1971.

Alpha Psi Omega

Alpha Psi Omega is the National Dramatic Honors Society. Members are chosen by their contributions to theatre at the College through performance and technical work.

Beta Beta Beta

Beta Beta Beta is a national biological honor society that encourages and promotes scholarship and research in biology. Students are eligible for membership on a basis of demonstrated excellence in biology. The Rho Lambda chapter at Elizabethtown College was established in 1996.

College Scholars

A College Scholar is a currently enrolled student who, having completed at least 60 credit hours in consecutive semesters of full-time study at Elizabethtown College, has achieved a cumulative grade point average of 3.75 or higher. Scholars are identified at the end of the spring term and are publicly recognized at the Convocation at the beginning of the following academic year. They are awarded a certificate and their status as College Scholar is recorded on their permanent record.

Delta Mu Delta

Delta Mu Delta is a national honor society in business administration. Founded in 1913, it was admitted to the Association of College Honor Societies in 1963. Candidates must be pursuing a baccalaureate degree, have completed at least half the work required, have a cumulative average grade of 3.2 or better, be in the top 20 percent of their class, and be of good character.

Delta Sigma Rho-Tau Kappa Alpha

This is an honorary speech fraternity whose members are students with a record of participation in different speech activities sponsored by the Forensics Club and the Department of Communications. The student's academic performance must place them in the upper 35 percent of the class. The aims of the organization are to promote "effective, responsible, and intelligent speech."

Kappa Delta Pi

Kappa Delta Pi is an international honor society in education. Founded in 1911, it recognizes excellence in education and elects to membership those who exhibit the ideals of fidelity to humanity, science, service, and toil. The Tau Iota Chapter at Elizabethtown College was chartered in April 1993.

Phi Alpha

Phi Alpha is a national social work honor society. Phi Alpha fosters high standards of education for social work students and invites into membership those who have attained excellence in scholarship and achievement in social work. The Epsilon Pi Chapter at Elizabethtown College was founded in 1995.

Phi Alpha Theta

Phi Alpha Theta is an international honor society of students and professors who demonstrate excellence in the study and writing of history. It brings students and faculty together both intellectually and socially, and it encourages historical research and publication by its members.

Pi Mu Epsilon

Pi Mu Epsilon promotes scholarly activity in mathematics by engaging in activities designed to promote the mathematical and scholarly development of its members, who are elected according to their proficiency in mathematics.

Pi Sigma Alpha

The Theta Sigma chapter of the national political science honorary society, Pi Sigma Alpha, promotes higher levels of scholarship and intelligent interest in the study of government by rewarding scholastic achievement through membership.

Pi Theta Epsilon

Pi Theta Epsilon is the national occupational therapy honor society. Its purposes are to recognize and encourage scholastic excellence of occupational therapy students, to contribute to the advancement of the field of occupational therapy through scholarly activities, and to provide a vehicle for professional collaboration. Candidates for membership must demonstrate academic achievement and meet eligibility requirements.

Psi Chi

Psi Chi is the national honor society in psychology that encourages and stimulates scholarship in the discipline of psychology. Both students and faculty are members. Students are eligible for membership on the basis of overall academic excellence and excellence in psychology. The Elizabethtown College chapter of Psi Chi was established in 1977.

Sigma Pi Sigma

Sigma Pi Sigma is the national honor society of The Society of Physics Students. It recognizes and promotes attainment of high scholarship, interest, and potential achievement in physics among outstanding students. The Elizabethtown College chapter was established in 1971.

Sigma Tau Delta

Sigma Tau Delta is the international English honor society. Its purposes are to recognize and encourage scholastic excellence of English students in literature, education, and writing concentrations. Student members may gain prestige through publication in *The Rectangle* and may achieve international recognition through annual awards and scholarships. To be eligible, a candidate's academic performance must place him or her in the upper 35 percent of the class. Membership is open to both majors and minors.

Society of Collegiate Journalists

The Elizabethtown College chapter of this national honorary organization was formed by the Department of Communications to encourage and promote the highest standards of journalistic endeavor in student-produced publications and electronic media. Trips, films, guest speakers, seminars, and other activities are planned for members and communications majors. Each year,

students recognized for service in several communications activities and academic excellence are inducted in the society.

Counseling Services

The mission of Counseling Services is to provide students with a range of counseling and mental health support services which facilitate their personal, educational and career development. The counseling staff provides short-term counseling in many areas, including major and career decision making, relationship conflict, stress management, job search and graduate school opportunities, depression, abuse, eating disorders, suicidal thoughts, and sexuality issues.

Confidentiality _ The staff is committed to the maintenance of confidentiality. Sessions are private and confidential. There are legal and ethical exceptions to confidentiality requiring counselors to take appropriate action to protect clients and/or others from harm.

Disability Services _ The Director of Counseling Services is the designated individual ho receives all documentation from students with disabilities. Documentation is shared with the Disabilities Review Board for the purpose of determining reasonable accommodations.

Students with Disabilities

Elizabethtown College is committed to affording its students with disabilities the opportunity to have full and equal enjoyment of the services, facilities, program privileges, advantages, and accommodations available at Elizabethtown College.

The College does not inquire about disabilities in the admissions process and will not deny the student admission because of a self-disclosed disability if the student meets the academic qualifications for admission.

All new students are sent a Special Needs/Disability Identification Form by the Admissions Office which should be returned to the office by May 15, prior to enrollment in the Fall semester, or December 20, prior to enrollment for the Spring semester. Upon receipt of this form, the Dean of Admissions and Enrollment Management sends the information to the Director of Counseling Services. The student is sent a letter of acknowledgement of receipt of the Special Needs form which includes a copy of the Guidelines for Documentation of a Disability. When documentation is received, it is reviewed and presented to the Disability Review Board for determination. Previously enrolled students who acquire or discover they have a disability may have their case reviewed by the Board after proper documentation is provided to the Director of Counseling Services. The Board endeavors to make every effort to reasonably accommodate disabilities so long as such accommodation does not result in an undue hardship on the College, and is not personal in nature.

For further clarification about our policy for students with disabilities, please contact the Director of Counseling Services or the Dean of Admissions and Enrollment Management.

See Counseling Services on the web at: *www.etown.edu/counseling*

Academic Advising Center

The Academic Advising Center provides academic advising assistance that is intended to support and complement the faculty advising system on campus. It is open to all students at Elizabethtown College. First-year students are assigned a Freshman Advisor, a faculty member who also serves as their Freshman Seminar instructor. In their second semester, first-year students may declare a major and are assigned a faculty advisor from the student's chosen major department. Deciding (or undeclared) students continue to use their Freshman Advisor for another semester, and are thereafter assigned to the Academic Advising Center in the third and, if necessary, fourth semester.

The Center seeks to improve academic advising through pre- and in-service training for faculty, peer mentors and residence life staff.

Tuition and Fee Information

2002-2003 Annual Expenses

Full-Time Students (12-17 Credit Hours Per Semester)

Comprehensive Fees

Independent Commuter/

Annual Rate* Resident Living Units SDLC Off-Campus

Tuition $21,350 X X X X

Room (traditional) 3,050 X

Room (Quad/Apt) 3,550 X

Room (SDLC/Suite) 3,450 X

Board 2,950 X

Comprehensive Fee $27,350 $24,900 $24,800 $21,350

***Rate per semester is 1/2 annual rate**

Included in the comprehensive fee are use of: library, campus center, Body Shop, gymnasium and athletic fields, admission to all regular season athletic events on campus, admission to community cultural programs, and subscription to The *Etownian*. Certain Health Center Services are included.

A limited number of rooms are available for rental as single rooms for an additional $450 per semester. Double rooms are rented as single rooms for an additional $900 per semester, if available.

Partial meal plans are available to students residing in Indepedent Living Units and to non-residential students *at an additional cost.* Please contact the Business Office for details.

Other Fees: Full-Time Student

1. Per credit hour in excess of 18 $ 550

2. Med Tech Clinical Year $ 2,135

3. Audit per semester hour (over 18 credits) $ 185

4. New Student Orientation Fee $ 75

5. Security Deposit $ 150

All full-time students are required to maintain a $150 security deposit on account.

Full-time students may carry up to 17 credits in a semester. A cumulative GPA of 3.2 is required to carry more than 17 credits; the maximum credit load is 19 credits. All credits in excess of 18 will be invoiced at the current part-time day rate. Course credits, internships, directed studies/independent studies, tutorials, audit courses, and private music lessons are added together to determine the student's status as part-time, full-time, or full-time with "overload" (credits in excess of 17 per semester).

Part-Time Students
(Less Than 12 Credit Hours Per Semester)

Day-Time Courses

1. Tuition per credit hour $550

2. Audit per semester hour $185

Evening and 2002 Summer Courses

1. Tuition per credit hour $300

2. Audit per semester hour $100

Other Charges: All Students

Fees

1. Challenge Testing*

a. Challenge Exam for Credit $105

b. Challenge Exam for placement/waiver $ 70

2. Administrative Fee

a. Title IV Return of Funds $100

b. Approved Off-Campus Study $200

3. Late Fee $ 50

*In addition, 50 percent of the appropriate part-time tuition rate in effect at the time the test is administered is charged for academic credit awarded as a result of performance on challenge tests.

Late fees assessed for occurrences such as late pre-registration, late registration, late course changes, and late payment of fees.

Surcharges

1. Private Music Lessons--per half-hour lesson $290

2. Directed Study--per credit hour $100

3. Tutorial--per credit hour $150

Deposits

An applicant should send the Director of Admissions, Elizabethtown College, a non-refundable matriculation deposit of $200 by May 1st. This amount is applied to the applicant's account as a credit on the first tuition billing.

During the spring semester, a pre-registration deposit in the amount of $150 is required of all current students who plan to return as full-time students in the fall. This deposit must be paid before a student is permitted to pre-register full-time for the fall semester. The $150 deposit is applied only as a credit on the fall semester billing and is not refundable once a student has completed pre-registration.

Tuition Payment Policy

ALL CHARGES ARE DUE ON OR BEFORE REGISTRATION DAY OF EACH SEMESTER. CHECKS SHOULD BE MADE PAYABLE TO "ELIZABETHTOWN COLLEGE."

Students are sent bills in July and December for one-half of the annual comprehensive fee. All anticipated financial aid is listed on the bill. You should deduct applicable aid from the balance due for any aid not listed on your bill, but referenced on your latest financial aid award letter (excluding FWS). Please note: a student must have full-time status to qualify for most types of financial aid.

All amounts not received by registration day are subject to a one-time late payment fee of $50 in addition to monthly interest at a rate of 1.5 percent per month, or 18 percent per year. Loan funds (Federal Stafford, Federal PLUS, TERI, etc.) or any other sources of financial aid not received by registration are subject to late charges and interest. Recommendation: *All loans should be applied for prior to July 1 to ensure timely receipt.*

Elizabethtown College does not accept direct monthly installments or deferred payments for tuition. However, certain third party tuition plans are accepted. For further information, contact the Financial Aid Office at (717) 361-1404 or the Bursar at (717) 361-1218.

Institutional Refund Policy

Notice of withdrawal must be given in writing to Counseling Services. The effective date of calculating refunds is the date of acceptance of a written notice of voluntary withdrawal by Counseling Services. Failure to provide notice of withdrawal will result in an unofficial withdrawal. Refunds and transcripts are withheld by the College until an official withdrawal has been obtained.

If withdrawal occurs within the three weeks prior to registration day in either semester, a resident student is liable for a $150 room penalty in addition to the pre-registration or matriculation deposit. (The room penalty, when paid, is credited to the student's account if the student returns to the College in a later semester as a resident student.)

If a student withdraws, changes credit hours and/or room and board status after the beginning of the semester, the student is obligated to pay actual room and board used to the date of withdrawal, plus 25 percent of the unused room and board charges. Tuition refunds are calculated on the following basis:

First week of classes.....75%

Second through third week of classes.....50%

Fourth week of classes.....25%

Beginning of fifth week of classes.....0%

Refunds of tuition and room and board charges for a withdrawal due to medical reasons are pro-rated to the date of withdrawal. Students who are dismissed or suspended from the College are refunded tuition charges according to the standard policy (see above); board charges are pro-rated to the date of dismissal or suspension and a 25 percent surcharge of the unused board is assessed; no room refunds are granted under these circumstances.

Refunds for currently enrolled students must be requested in writing.

Financial aid adjustments will be made according to the above refund policy in conjunction with applicable federal refund regulations under the Higher Education Act of 1998 (HEA98).

Return of Federal Student Aid*

The Department of Education, under HEA98, Public Law 105-244 stipulates the way funds paid toward a student's education are to be handled when a recipient of the Student Financial Aid (SFA) Program funds withdraws from school.

A statutory schedule is used to determine the amount of SFA Program funds a student has earned when he or she ceases attendance based on the period the student was in attendance.

Up through the 60 percent point in each payment period or period of enrollment, a *pro rata* schedule is used to determine how much SFA Program funds the student has earned at the time of withdrawal. After the 60 percent point in the payment period or period of enrollment, a student has earned 100 percent of the SFA Program funds.

In general, the Amendments require that if a recipient of SFA Program assistance withdraws from a school during a payment period or a period of enrollment in which the recipient began attendance, the school must calculate the amount of SFA Program assistance the student did not earn and those funds must be returned.

The percentage earned is one of the following:

•If the day the student withdrew occurs on or before the student completed 60 percent of the payment period or period of enrollment for which the assistance was awarded, the percentage earned is equal to the percentage of the payment period or period of enrollment for which assistance was awarded that was completed.

•If the day the student withdrew occurs after the student has completed 60 percent of the payment period or period of enrollment, the percentage earned is 100 percent.

The percentage and amount not earned is the complement of the percentage of SFA Program assistance earned multiplied by the total amount of SFA assistance that was disbursed (and that could have been disbursed) to the student, or on the student's behalf, for the payment period or period of enrollment, as of the day the student withdrew.

For credit hour institutions, the percentage of the payment period or period of enrollment completed is the total number of calendar days in the payment period or period of enrollment for which the assistance is awarded divided into the number of calendar days completed in that period, as of the day the student withdrew.

If the student receives less SFA Program assistance than the amount earned, the school must comply with the procedures for late disbursement specified by the Department in regulations. If the student receives more SFA Program assistance than the amount earned, the school, or the student, or both, must return the unearned funds as required, and in the order specified.

The school must return the lesser of:

•The amount of SFA Program funds that the student does not earn; or

•The amount of institutional costs that the student incurred for the payment period or period of enrollment multiplied by the percentage of funds that was not earned.

The student (or parent, if a Federal PLUS loan) must return or repay, as appropriate, the remaining unearned SFA Program grant and loan funds. However, a student is not required to return 50 percent of the grant assistance received by the student that it is the responsibility of the student to repay.

The student (or parent, if a Federal PLUS loan) must return the unearned funds for which they are responsible to loan programs in accordance with the terms of the loan, and to grant programs as an overpayment. Grant overpayments are subject to repayment arrangements satisfactory to the school, or overpayment collection procedures prescribed by the Secretary of the Department of Education.

SFA Program funds for the payment period or period of enrollment for which a return of funds is required must be returned in the following order:

•Unsubsidized Federal Stafford Loans

•Subsidized Federal Stafford Loans

•Perkins Loans

•Federal PLUS loans

•Federal PELL grants

•Federal Supplemental Educational Opportunity Grants

•Other assistance under Title IV regulations

*Source: *2003-2003 Student Financial Aid Handbook*

Absence and Sickness

A student who is absent from College because of sickness or any other reason and who retains a place in class, pays in full during the absence.

Transcripts

No transcripts are furnished to anyone whose account is not paid in full. There is no charge for transcripts.

The Elizabethtown College campus is noted for its natural beauty -- in winter as well as the warmer months.

Directory

The Faculty

Theodore E. Long, ***President Professor of Sociology***
B.A., Capital University; M.A., Duke University; Ph.D., University of Virginia (1996)

Ronald J. McAllister, *Provost, Dean of the Faculty, Professor of Peace and Conflict Studies and Sociology*

B.A., Merrimack College; M.A., Ph.D., Duke University (1997)

Lisa L. Koogle, *Dean of College Life; Assistant Professor of Education*

B.A., Hood College; M.A., Ph.D., Ohio State University (1997)

The remaining faculty member listings indicate two dates. The date listed after the person's academic rank indicates date of appointment or promotion to that rank. The date listed after the institutions at which the person earned degrees indicates the date of original appointment to the faculty.

Professors

C. Powell Adams, *Visiting Professor of Business,* (1997)

B.A., B.I.E., University of Florida; M.Admin., Penn State University (1997)

Christina A. Bucher, *Carl W. Zeigler Professor of Religion* (2002)

A.B., Elizabethtown College; M.A.Th., Bethany Theological Seminary, Ph.D., Claremont Graduate School (1988)

Jay R. Buffenmyer, *Professor of Business* (1987)

B.S., Elizabethtown College; M.P.I.A., Ph.D., University of Pittsburgh (1976)

William Christ, *Sara Lodge Distinguished Professor of Business* (2002)

B.S. Virginia Polytechnical Institute and State University; M.B.A., Penn State University

Paul M. Dennis, *Professor of Psychology* (1992)

B.A., Bowdoin College; M.A., Ph.D., New School for Social Research (1968)

James L. Dively, *Professor of Biology* (1985)

B.S., M.S., Ph.D., Penn State University (1973)

J. Thomas Dwyer, *Professor of English* (1968)

A.B., M.A., Ph.D., University of Pennsylvania (1960)

David B. Eller, *Director of the Young Center, Professor of History and Religion* (1997)

B.A., La Verne College; M.A.Th., Bethany Theological Seminary; Ph.D., Miami University (1997)

Delbert W. Ellsworth, *Professor of Psychology* (1988)

B. A., University of California; M.A., San Francisco State College; Ph.D., University of California (1970)

Milt Friedly, *Professor of Art* (2000)

A.A., Northwest Community College; B.F.A., Arizona State University; M.F.A., University of Wyoming (1987)

Paul Gottfried, *Professor of Humanities* (1989)

A.B., Yeshiva University; M.A., Ph.D., Yale University (1967)

John F. Harrison, *Professor of Music* (1985)

B.M., M.M., Florida State University; Ph.D., Bryn Mawr College (1967)

Yvonne E. Kauffman, *Professor of Physical Education* (2002)

B.S., Bridgewater College; M.Ed., West Chester State College (1966)

Donald B. Kraybill, *Distinguished College Professor and Young Center Senior Fellow* (2002)
B.A., Eastern Mennonite University; M.A., Ph.D., Temple University (1976)

Louis F. Martin, *Professor of English* (2002)

B.A., The University of the South; M.S., The University of Southern Mississippi; M.A.T., Ph.D., University of North Carolina, Chapel Hill (1988) ***On sabbatical leave Spring 2003***

Anthony M. Matteo, *Professor of Philosophy* (1998)

B.A., M.A., LaSalle College; Ph.D., Temple University (1986)

E. Fletcher McClellan, *Professor of Political Science* (1996)

B.A., Franklin & Marshall College; M.A., East Tennessee State University; Ph.D., The University of Tennessee (1982)

Robert C. Moore, *Professor of Communications* (1989)

B.S., Edinboro State College; M.S., Clarion State College; Ed.D., West Virginia University (1983) ***On sabbatical leave Spring 2003***

John P. Ranck, *Professor of Chemistry & Biochemistry* (1969)

B.S., Elizabethtown College; M.A., Ph.D., Princeton University (1963)

Carmine T. Sarracino, *Professor of English* (1991)

B.A., Rhode Island College; M.A., Ph.D., University of Michigan (1973)

Charles D. Schaeffer, Jr., *A.C. Baugher Professor of Chemistry & Biochemistry* (1991)

B.A., Franklin & Marshall College; Ph.D., State University of New York at Albany (1976)

Wayne A. Selcher, *Professor of International Studies* (1982)

B.A., Lebanon Valley College; M.A., Ph.D., University of Florida (1969)

Ronald L. Shubert, *Professor of Mathematics* (1973)

B.S., Elizabethtown College; M.A., University of Kansas; Ed.D., Penn State University (1964)

W. Mark Stuckey, *Professor of Physics & Engineering* (2000)

B.S., Wright State University; M.S., Ph.D., University of Cincinnati (1988)

John A. Teske, *Professor of*

Psychology (1998)
B.A., Indiana University; M.A., Ph.D., Clark University (1986)

M. Hossein Varamini, *Professor of Business, Director of International Business Program* (2000)

B.S., Tehran Business College, Iran; M.B.A., Phillips University; Ph.D., Kansas State University (2000)

Bela Vassady, Jr., *Horace E. Raffensperger Professor of History* (1983)

B.S., Penn State University; M.A., Ph.D., Temple University (1971)

Thomas R. Winpenny, *Professor of History* (1981)

B.A., M.A., Penn State University; Ph.D., University of Delaware (1968)

Associate Professors

Kurt M. Barnada, *Associate Professor of Modern Languages,* (1995)

B.A., West Chester University; M.A., West Virginia University; Ph.D., Georgetown University (1988)

Jill Sunday Bartoli, *Associate Professor of Social Work* (1990)

B.A., M.A., University of Kentucky; M. Ed., Shippensburg State College; Ph.D., University of Pennsylvania (1990)

David A. Bauman, *Associate Professor of Education* (2002)

B.A., Goshen College; M.Ed., Millersville University; Ed.D., Temple University (1995)

Vivian R. Bergel, *Associate Professor of Social Work* (1993)

B.A., M.S.W., West Virginia University; Ph.D., University of Maryland at Baltimore (1987)

Terry W. Blue, *Associate Professor of Education* (1996)

B.A., Juniata College; M.A. Temple University; Ph.D., Penn State University (1990)

Thomas J. Bowersox, *Associate Professor of Social Work* (1997)

A.B., Albright College; M.S.W., Temple University; D.A., Lehigh University (1997)

David Brown, *Associate Professor of History* (2002)

B.A., Wright State University; M.A., University of Akron; Ph.D., University of Toledo (1997)

William J. Burmeister, *Associate Professor of Business* (2000)

B.S., Rochester Institute of Technology; M.S. St. Francis College; Ph.D., University of San Jose (2000)

Jane F. Cavender, *Associate Professor of Biology* (2000)

B.A., University of Delaware; M.S.,

Ph.D., Penn State University (1994)

David C. Downing, *Ralph Schlosser Associate Professor of English* (1997)

B.A., Westmont College; M.A., Ph.D., University of California-Los Angeles (1994)

Martha A. Eppley, *Associate Professor of Economics* (1971); *Dean and Director of Institutional Research and Planning* (2002)

B.S., Elizabethtown College; M.B.A., Indiana University

Marian Gillard, OTR/L, *Associate Professor of Occupational Therapy* (2000)

B.A., M.A., Ph.D., Temple University (2000)

Tamara Gillis, *Associate Professor of Communications* (2000)

B.A., M.S., Shippensburg University; Ed.D., University of Pittsburgh (1997)

Ilan Grave, *Associate Professor of Physics and Engineering* (2002)

B.S., M.S., Tel-Aviv University, Israel; Ph.D., California Institute of Technology (1993)

Thomas E. Hagan, Jr., *Associate Professor of Chemistry & Biochemistry* (1999)

B.S., Villanova University; Ph.D., University of Delaware (1993)

James L. Haines, *Associate Professor of Music* (2000)

B.S., Elizabethtown College; M.M., West Chester University; Ph.D., University of Minnesota (1994)

Mark Harman, *Associate Professor of English and Modern Languages* (1998)

B.A., M.A., University College (Dublin); M.A., M.Phil., Ph.D., Yale University (1998)

Virginia Painton Hight, *Associate Professor of Occupational Therapy* (2001)

B.A., Tufts University; M.A., Dr.P.H., University of California (1978)

Gary Hoffman, *Associate Professor of Chemistry* (2002)

B.A., Williams College; M.A., Ph.D., Harvard University (1987)

Maurice R. Hoppie, *Associate Professor of Economics* (1987)

B.A., Knoxville College; M.S., Ph.D., University of Tennessee (1980)

James R. Hughes, *Associate Professor of Mathematics* (1995)

B.A., Catholic University of America; M.A., Ph.D., Brandeis University (2001)

Jacqueline L. Jones, *Associate Professor of Occupational Therapy* (1987)

B.S., Milwaukee-Downer College; M.S., Florida International University; Ph.D., University of Illinois at Urbana/Champaign, OTR/L (1987)

Conrad L. Kanagy, *Associate Professor of Sociology, Director of Hershey Foods Honors Program* (1999)

B.A, Wheaton College; M.S., Ph.D., Penn State University (1993)

Nancy J. Latimore, *Associate Professor of Physical Education and Director of Athletics* (1995)

B.S., M.Ed., West Chester University (1995)

Ronald L. Laughlin, *Associate Professor of Biology* (1972)

B.A., Wabash College; M.S., Ohio State University (1968)

Thomas R. Leap, *Associate Professor of Computer Science (*1985)

B.S., Elizabethtown College; M.S., Ph.D., Lehigh University (1979)

Catherine E. Lemley, *Associate*

Professor of Psychology (1999)

B.S., Columbus College; M.A., Ph.D., Northeastern University (1993)

W. Wesley McDonald, *Associate Professor of Political Science* (1986)

B.A., Towson State College; M.A., Bowling Green State University; Ph.D., Catholic University of America (1980)

Margaret McFarland, *Associate Professor of Social Work* (2002)

B.S.W., Lock Haven University; M.S.W., Marywood School of Social Work; Ph.D., University of Maryland at Baltimore (1990)

Dana Gulling Mead, *Associate Professor of English* (1995)

B.A., M.A., University of Tennessee, Knoxville; Ph.D., Texas Christian University (1989)

Robert K. Morse, *Associate Professor of Mathematics* (1971)

B.S., Franklin & Marshall College; M.A., Temple University (1968)

Thomas E. Murray, *Associate Professor of Biology* (1998)

B.A., College of the Holy Cross; M.S., Ph.D., University of Connecticut (1994)

Siva K.K. Muthaly, *Associate Professor of Marketing* (2002)

B.S., University of Tennessee; M.B.A., Pittsburg State University; Ph.D. Monash University, Australia (1994)

Sanjay Paul, *Associate Professor of Economics* (2002)
B.Tech., Indiana Institute of Technology; Ph.D., State University of New York at Buffalo (1992)

Frank P. Polanowski, *Associate Professor* o*f Biology* (1981)

B.S., Wilkes College; M.Ed., Ph.D., Penn State University (1977)

Raymond R. Reeder, *Associate Professor of Chemistry & Biochemistry* (1973)

B.S., Case Institute of Technology; Ph.D., Brown University (1969)

Gabriel R. Ricci, *Associate Professor of Philosophy, part-time* (1999)

A.B., St. Joseph's College; M.S.W., Ph.D., Temple University (1996)

Patricia L. Ricci, *Associate Professor of Art, part-time* (2001)

B.A., Moore College of Art; M.A., Goddard College; M.A., Ph.D., Bryn Mawr College (1996)

Elizabeth Rider, *Associate Professor of Psychology* (1995); *Associate Dean of the Faculty* (2001)

B.A., Gettysburg College; M.S., Ph.D., Vanderbilt University (1988)

John C. Rohrkemper, *Associate Professor of English* (1987)

B.A., M.A., Ph.D., Michigan State University (1981) ***On sabbatical leave 2002-03***

Gabriela R. Sanchis, *Associate Professor of Mathematics* (1997)

B.S., Syracuse University; M.A., Ph.D., University of Rochester (1991)

Lou Ellen Schellenberg, *Associate Professor of Art* (2000)

B.A., Framington State College; Diploma, School of Museum of Fine Arts, Boston; M.F.A., State University of New York at Albany (1992)

Elaine D. Scott, *Associate Professor of Marketing* (2000)

B.S., Miami University, Ohio; M.S., Ph.D., Purdue University (2000)

Michael Sevareid, *Associate Professor of Theater* (1996)

A.B., Middlebury College; M.A., Central Missouri State University

Michael Silberstein, *Associate Professor of Philosophy* (2000)

B.A., M.A., Ph.D., University of Oklahoma (1994)

Sharon A. Taylor, *Associate Professor of Theatre* (2002)

B.A., Hiram College; M.F.A., Ohio University

Bobette H. Thorsen, *Associate Professor of Mathematics* (1999)

B.A., Brown University; M.S., Montana State University; Ph.D., University of California, Santa Cruz (1993)

Juan A. Toro, *Associate Professor of Education* (1997)

B.S., Catholic University of Puerto Rico; M.S., Western Illinois University; Ph.D., Penns State University (1992)

Sharon R. Trachte, *Associate Professor of Modern Languages* (1993)

B.A., Muskingum College; M.A., University of Kentucky; Ph.D., State University of New York at Binghamton (1986) ***On sabbatical leave Spring 2003***

Randolph L. Trostle, *Associate Professor of Business* (1984)

B.S., Elizabethtown College; M.Ed., M.B.A., Shippensburg State College; Ph.D., Lehigh University (1972)

Barbara C. Tulley, *Associate Professor of Computer Science* (1989)

B.S., St. Bonaventure University; M.S., Worcester Polytechnic Institute

Hans-Erik Wennberg, *Associate Professor of Communications* (1992)

B.S., State University College at Geneseo; M.Ed., Temple University; Ph.D., University of Connecticut (1984)

Robert P. Wheelersburg, *Associate*

Professor of Anthropology, (1998)

B.A., Ohio State University; A.M., Ph.D., Brown University (1989)

Fani Zlatarova, *Associate Professor of Computer Science,* (1999)

B.S., M.S., Ph.D.; University of Bucharest, Hungary (1999)

Assistant Professors

Kimberly Adams, *Assistant Professor of English* (2000)

B.A., Calvin College; M.A., Ph.D., Harvard University (2000)

Hiw-Wah Au, *Assistant Professor of Music* (2002)

B.A., Chinese University of Hong Kong; M.M., Ph.D., Eastman School of Music (2002)

Leyla Batakci, *Assistant Professor of Mathematics* (2002)

B.A., Ege University, Turkey; M.S., Ph.D., Lehigh University (2002)

Gene Ann Behrens, *Assistant Professor of Music* (1998)

B.M., Michigan State University; M.A., Ed.S., Kent State University; Ph.D., University of Kansas (1998)

John Bellefeuille, *Assistant Professor of Chemistry (*2002)

B.S., Ithaca College, Ph.D., Texas A&M University (1999)

Diane M. Bridge, *Assistant Professor of Biology* (2000)

B.A., Ph.D., Yale University (2000)

Nancy Carlson, *Assistant Professor of Occupational Therapy* (1998)
B.S., Elizabethtown College; M.S., Towson State University; Ph.D., University of Maryland (1998)

Jonathan S. Coren, *Assistant Professor of Biology* (2002)

B.A., University of Pennsylvania; Ph.D., Cornell University (1991)

Sarah Covington, *Assistant Professor of History* (2001)

B.F.A., New York University; M.A., Hunter College; Ph.D., City University of New York (2000)

Kurt M. DeGoede, *Assistant Professor of Physics and Engineering* (2000)
B.S. Hope College; M.S., Case Western Reserve University; Ph.D., University of Michigan (2000)

Matthew P. Fritz, *Assistant Professor of Music* (2001)

B.A., Westminster Choir College; M.A., Florida State University

Richard H. Gifford, *Assistant Professor of Accounting* (1995)

B.A., Gettysburg College; M.B.A., Penn State University; C.P.A. (1995)

April Kelly-Woessner, *Assistant Professor of Political Science* (2001)

B.A., Gettysburg College; M.A., Ph.D. Ohio State University (2001)

Rebecca A. Kercher, *Assistant Professor of Education* (2002)

B.S., M.Ed., Indiana University of Pennsylvania

Michael R. Leonardo, *Assistant Professor of Biology* (2000)

B.A., Knox College; M.A., Ph.D.; Southern Illinois University of Carbondale (2000)

Montserrat Linares, *Assistant Professor of Spanish* (2002)

M.A., Universitate de Barcelona, Spain; Ph.D., University of Pennsylvania (1997)

Min Liu, *Assistant Professor of Sociology and Anthropology* (1998)

B.A., Beijing University; M.A., Ph.D., University of Notre Dame (2001)

Deborah K. London, *Assistant Professor of Communications* (2001)

B.S., Syracuse University; M.S., Emerson College; Ph.D., Ohio University (2001)

Jeffery D. Long, *Assistant Professor of Religious Studies* (2000)

B.A., University of Notre Dame; M.A., Ph.D., University of Chicago Divinity School (2000)

Troy McBride, *Assistant Professor of Physics and Engineering* (2002)

B.S., Rochester Institute of Technology; Ph.D. Dartmouth College (2001)

Sean Melvin, *Assistant Professor of Business Law* (2000)

B.A., St. Thomas University; J.D., Rutgers University School of Law

Mary Napoli, *Assistant Professor of Education* (2001)

B.S., East Stroudsburg University; M.S., Marywood University

Elizabeth Anne Newell, *Assistant Professor of Anthropology and Education* (1998)

B.A., Miami University, Ohio; M.A., Ph.D., Temple University (1998)

Susan M. Pitcher, *Assistant Professor of Education* (2002)

B.S., State University of New York at Geneseo; M.Ed., Bloomsburg University

Kimberly A. Reese, *Assistant Professor of Music Education* (1998)

B.S., Lebanon Valley College; M.A., George Mason University; Ph.D. Penn State University (2002)

John Ruscio, *Assistant Professor of Psychology* (1998)

B.A., University of Massachusetts; M.A., Ph.D., Brandeis University (1998)

Sara A. Sanders, *Assistant Professor of Social Work* (2002)

B.A., Olaf College; M.S.W., Washington University

Michael A. Scanlin, *Visiting Assistant Professor of Physics and Geosciences* (2001)

B.A., Franklin & Marshall College; M.S., Ph.D., Penn State University (2001)

Kevin M. Scott, *Assistant Professor of English* (2002)

B.S., Ball State University; M.A., Iowa State University, Ph.D. Purdue University (2002)

Victoria L. Smith, *Assistant Professor of Music* (2000)

B.S., Indiana University of Pennsylvania; M.Ed., Ph.D., Penn State University (2001)

Carroll R. Tyminski, *Assistant Professor of Education* (1999)

B.A., M.Ed., University of North Carolina at Chapel Hill; Ed.D., Temple University (1996)

Matthew S. Willen, *Assistant Professor of English* (2001)

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Instructors

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Lecturers

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Social Work

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M.S.W., University of Maryland

Berry Decker, *BAIR Foundation*, Middletown, Pa.

M.S.W., Temple University

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Clinical Education Centers

Occupational Therapy

Pennsylvania

Abington Memorial Hospital

Advocates for the Jewish Mentally Ill/Tikvah, Philadelphia

Allegheny General Hospital, Pittsburgh

Allegheny Valley Hospital, Natrona Heights

Allied Services, Scranton

Allentown State Hospital

Arlington Rehab & Sports Medicine, Harrisburg

Associated Occupational Therapists, Inc., Coraopolis

The Belmont Center for Comprehensive Treatment, Philadelphia

Blue Ridge Haven East, Harrisburg

Brandywine Hand Rehabilitation, Exton

Bryn Mawr Hospital

Bryn Mawr Rehabilitation Hospital, Malvern

Capital Area Children's Center, Camp Hill

Capital Area Intermediate Unit, Summerdale

Carbon Lehigh Intermediate Unit, Schencksville

Carlisle Hospital

Center for Developmental Services, Hershey

Central Dauphin School District, Harrisburg

Central Penn Rehab Services, Mechanicsburg

Chambersburg Hospital

Chestnut Hill Rehabilitation Hospital Wyndmoor

Children's Hospital of Philadelphia

Children's Hospital of Pittsburgh

The Children's Institute, Pittsburgh

Children's Seashore House, Philadelphia

Clarks Summit State Hospital

Clearfield Hospital

Community Hospital of Lancaster

Concepts, Lancaster

Conemaugh Health System, Johnstown

Crozer-Chester Medical Center, Upland

Danville State Hospital

Doylestown Hospital

Easter Seals, Reading

Easter Seals, Stroudsburg

Easter Seals, York.

Easter Seals, Philadelphia

Eastern State Hospital, Williamsburg

Easton Hospital

Edgewater Psychiatric Center, Harrisburg

Ephrata Area Rehabilitation Services

Ephrata Community Hospital

Geisinger Med Center at Danville, Danville

Geisinger-Wyoming Valley Medical Center, Wilkes-Barre

Genesis Eldercare Rehab Services, Wilkes-Barre

Gettysburg Hospital

The Good Samaritan Hospital, Lebanon

Good Samaritan Hospital, Pottsville

Good Shepherd Rehabilitation, Hospital, Allentown

Goodwill Industries of Southeastern Pennsylvania, Lancaster

Hahnemann University Hospital,

Philadelphia

.

Hanover Hospital

Harrisburg State Hospital

Health South Great Lakes Rehabilitation Hospital, Erie

Health South Greater Pittsburgh Rehab, Monroeville

Health South-Harmarville Rehabilitation Center, Pittsburgh

Health South Reading Rehabilitation Hospital, Reading

Health South Rehab of Mechanicsburg

Health South Rehabilitation Center, York

Health South Rehabilitation Hospital, Sweickley

Health South Work Conditioning & Rehab Center, Lancaster

Heatherbank Nursing and Rehabilitation Center, Columbia

Heritage Valley Health Systems, Beaver

Institute of Cognitive Prosthetics, Bala Cynwyd

Jefferson Hospital, Pittsburgh

Lancaster General Health Campus

Lancaster General Hospital

Lancaster-Lebanon I.U., East Petersburg

Lancaster Regional Medical Center

Lehigh Valley Medical Center, Allentown

Lewistown Hospital

Lincoln Intermediate Unit No. 12, New Oxford

Magee Rehabilitation Hospital, Philadelphia,

ManorCare Nursing and Rehab, Elizabethtown

Masonic Homes Health Care Center, Elizabethtown

Meadville Medical Center

Mercy Hospital, Pittsburgh

Moss Rehabilitation Hospital, Philadelphia

Norristown State Hospital

Passages, Lancaster

Penn State Medical Center,Hershey

Pennsylvania Hospital, Philadelphi

Philhaven, Lebanon

Pinnacle Health - Community General Hospital, Harrisburg

Pinnacle Health System-Harrisburg Hospital

Pinnacle Health System-Polyclinic Medical Center, Harrisburg

Pinnacle-Health System-Seidle Memorial Hospital, Harrisburg

Pottstown Memorial Medical Center

Pottsville Hospital and Warne Clinic

Presbyterian University Hosptital, Pittsburgh

Reading Hospital and Medical Center

The Rehab Center at Colonial Manor, York

Sacred Heart Hospital, Allentown

St. Francis Medical Center, Pittsburgh

St. Joseph Medical Center, Reading

St. Luke's Hospital, Bethlehem

Schreiber Pediatric Center, Lancaster

Shriners Hospital for Children, Philadelphia

S. June Smith Center, Lancaster

Temple University Hospital, Philadelphia

Thomas Jefferson University Hospital, Philadelphia

Tri-County Society for Children, Harrisburg

University of Pennsylvania Medical Center, Philadelphia

University of Pittsburgh Medical Center Rehab Hospital

Veteran's Administration Medical Center, Coatesville

Veteran's Administration Medical Center, Lebanon

Veteran's Administration Medical Center, Wilkes-Barre

Warren State Hospital

Wernersville State Hospital

West Shore School District, New Cumberland

Woods Services, Langhorne

Wyoming Valley Health Care System, Inc., Kingston

York Hospital and Health System

Debra Ziegler, OTR/L, private practice, Hershey

Other States

The A. Harry Moore School, Jersey City, N.J.

Alfred I. DuPont, Wilmington, Del.

Allen Memorial Hospital, Waterloo, Ia.

Ancora Psychiatric Hospital, Hammonton, N.J.

Bacharach Institute for Rehabilitation Pomona, N.J.

Baltimore County Public Schools, Towson, Md.

Bergen Pines County Hospital, Paramus, N.J.

BHC Intermountain Hospital, Boise, Idaho.

Binghamton Psychiatric Center,

Binghamton, N.Y.

Brooks Rehabilitation Center, Jacksonville, Fl.

Butler Hospital, Providence, R.I.

Cape Code Hospital Rehabilitation Center, Hyannis, Mass.

Cape Psychiatric Center at Cape Cod, Hyannis, Ma.

Capital District Beginnings, Albany, N.Y.

Care Rehab, Inc., Baltimore, Md.

Carney Hospital, Boston, Ma.

The Carrier Foundation, Belle Mead, N.J.

Center for Rehab at Wilmington Hospital, Wilmington, Del.

CentraState Healthcare System, Freehold, N.J.

Children's Hospital of Buffalo, Buffalo, N.Y.

Children's Specialized Hospital, Toms River, N.J.

Children's Specialized Hospital, Mountainside, N.J.

Christiana Hospital, Newark, Del.

Clifton T. Perkin's Hospital Center, Jessup, Md.

Community Memorial Hospital, Menomonee Falls, Wi.

CP Center of Bergen County, Fair Lawn N.J.

Delaware Curative Workshop, Wilmington, Del.

Delaware State Hospital, Newark, Del.

Developmental Disabilities Institute, Huntington, N.Y.

Dove Rehab Services, Wantagh, N.Y.

Einstein-Weiler Hospital-Lubin Rehab Center, Bronx, N.Y.

Elmira Psychiatric Center, Elmira, N.Y.

Fallston General Hospital, Fallston, Md.

The Forbush School at Sheppard Pratt, Baltimore, Md.

Geneva General Hospital, Geneva, N.Y.

Georgetown Hospital, Washington, D.C.

Greystone Park Psychiatric Hospital, Greystone Park, N.J.

Hagedorn Psychiatric Center, Glen Gardner, N.J.

Health South Rehab Hospital of New Jersey, Toms River, N.J.

Howard County General Hospital, Columbia, Md.

Institute of Living, Hartford, Conn.

JFK Johnson Rehabilitation Institute, Edison, N.J.

Johns Hopkins Hospital, Baltimore, Md.

Johns Hopkins Bayview Med. Center, Baltimore, Md.

Kennedy Krieger Institute, Baltimore, Md.

Kernan Hospital and Rehab Center, Baltimore, Md.

Kessler Institute for Rehab, Chester, N.J.

Kessler Institute for Rehabilitation, Saddle

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Lourdes Regional Medical Center, Camden, N.J.

Margaret S. Sterck School, Newark, Del.

Maryland General Hospital, Bryn Mawr Rehab Center, Baltimore, Md.

The Maryland School for the Blind, Baltimore, Md.

Medical Center at Princeton, Princeton, N.J.

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Middletown Psychiatric Center, Middletown, N.Y.

Mt. Washington Pediatric Hospital,

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National Rehabilitation Hospital,

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New York Hospital _ Cornell Medical Center, White Plains, N.Y.

North Arundel Hospital, Glen Burnie, Md.

North Virginia Mental Health Institute, Falls Church, Va.

Pemberton Associates, Mexico, N.J.

Rehab Associates, P.C., Virginia Beach, Va.

Rehab Center at Robinwood, Hagerstown, Md.

Rehab Institute at Morristown Memorial, Morristown, N.J.

The Robert Wood Johnson University Hospital, Hamilton, N.J.

The Robert Wood Johnson University Hospital, New Brunswick, N.J.

Rochester Psychiatric Center, Rochester, N.Y.

Rockland Psychiatric Center, Orangeburg, N.Y.

St. Agnes Hospital, Baltimore, Md.

St. Camillus Health & Rehabilitation Center, Syracuse, N.Y.

St. Charles Hospital & Rehab Center, Port Jefferson, N.Y.

St. Elizabeth's Hospital, Washington, D.C.

St. Joseph Hospital, Elmira, N.Y.

St. Lawrence Rehabilitation Center, Lawrenceville, N.J.

St. Luke's Rehab Institute, Spokane, Wash.

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San Francisco General Hospital, San Francisco, Calif.

Sewall Child Development Center, Denver, Co.

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B.S., Elizabethtown College

Athletics

Nancy J. Latimore

Director of Athletics

B.S., M.Ed., West Chester University

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Yvonne E. Kauffman

Head Coach of Women's Basketball

B.S., Bridgewater College; M.Ed., West Chester University

Charles T. Maloy

Head Men's Lacrosse Coach

B.A., Hobart College; M.A., University of Albany

Arthur D. Roderick III

Head Men's Soccer Coach

B.S., Elizabethtown College

Robert A Schlosser

Assistant Director of Athletics and Head Coach of Men's Basketball

B.S., East Stroudsburg University

Amy Seward

Head Women's Lacrosse and Field Hockey Coach

B.S. Mary Washington College

Chris Straub

Head Coach of Cross Country/Track & Field

B.S., James Madison University; M.S., Miami University

Michael D. Sweger

Head Athletics Trainer

B.S., West Chester University

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Vice President for Administration and Finance

B.A., University of New Hampshire; M.B.A., Plymouth State College

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Safety Manager

B.E.E., Ohio State University

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Director of Purchasing and General Services

A.A., Elizabethtown College

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Controller and Assistant Treasurer

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Sherry L. Dunbar

Operations Manager, Dining Services

B.S., Mansfield University

Jonina C. Dupler

Assistant Director of Conference Services

Nancy E. Florey

Director of Human Resources

A.S., Brandywine College/Delaware Law School; B.S., Elizabethtown College; M.A., St. Francis College

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Leffler Chapel and Performance Center

Technical Manager

B.F.A., Indiana University of Pennsylvania

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Electrical Technician

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Assistant Manager, College Store

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Dean of College Life

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Wilma R. Spickler

Student Life Center Administrator

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Kathy G. Zubik

Certified Women's Health Nurse Practitioner

A.A.S., Reading Area Community College

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Vice President for Institutional

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Calendar 2002-2003

Fall Semester 2002

August 18-21 Faculty Meetings and RA and PC Training

August 22 Freshmen Arrive

August 22 Convocation, 2 PM

August 23 Freshmen Registration

August 25 Upperclassmen Registration (12 noon - 4 PM)

August 26 All Classes Begin, 8 AM

September 2 Labor Day - No Classes

September 30 Early Warning

October 10 Classes End, 9:15 PM

October 11 Fall Break - No Classes

October 14 Fall Break - No Day Classes; Monday Evening Classes Meet

October 15 Day Classes Resume, 8 AM; Monday Schedule of Day Classes, Tuesday Evening Classes

October 16 Mid-term

October 19 Homecoming and Family Weekend

November 27 Friday Schedule of Day Classes; Classes End, 5 PM

Nov 28-Dec 1 Thanksgiving Recess

December 2 Classes Resume, 8 AM

December 6 Classes End, 5 PM

December 9-14 Final Exams

Spring Semester 2003

January 6-10 Faculty Meetings and Workshops

January 13 Registration Day - All Students

January 14 Classes Begin, 8 AM

February 17 Early Warning

March 1-9 Spring Break - No Classes

March 10 Classes Resume, 8 AM

March 11 Mid-term

April 17 Monday Class Schedule; Classes End, 5 PM

April 18-21 Easter Recess, No Day Classes

April 21 Monday Evening Classes Meet

April 22 Day Classes Resume, 8 AM

May 2 Classes End, 5 PM

May 5-10 Final Exams

May 17 Commencement in The Dell at 11 AM